



site: www.NLSDU.com • email: Info@NLSDU.com

Teacher's Guide

to

Introducing

Public Speaking

in the Classroom

Introduction - Public Speaking and Debating 4

An Introduction to Public Speaking - 5

 Overview 5

 Evaluation/Journal of Progress 5

UNIT 1 6

 An introduction to speech 6

 Stance 7

 Eye contact 8

 Voice 8

 Be prepared 8

 Gestures 8

 Notes 9

 Organization 9

UNIT 2 11

 An introductory speaking experience in small groups. 11

UNIT 3 13

 More on speaking 13

UNIT 4 15

 Impromptu speaking to the class 15

UNIT 5 16

 More advanced concepts 16

UNIT 6 17

 Delivery of a short prepared speech 17

UNIT 7 19

 How to prepare and deliver a formal 5 minute original oratory speech ... 19

 THE COURSE: ORIGINAL ORATORY 19

Introduction - Public Speaking and Debating

Effective use of language is essential for success in all curriculum areas. One useful way of integrating language learning is to focus on interdisciplinary processes. One such process, which has been shown to be extremely successful, is the use of speech and debate skills. A partial list of objectives that can be addressed through this process are:

- lifelong application of language skills;
- focus on the interrelatedness of listening, speaking, reading, writing and observation;
- ability to use research skills effectively;
- use of higher level cognitive skills such as analysis and synthesis;
- expansion of language through active involvement in language situations;
- use of language to communicate understanding, ideas and feelings to assist;
- social and personal development;
- mediation of the thought processes.

Use of language is a social behaviour. Therefore, the overall school program should provide opportunities for students to experience language in functional, artistic and pleasurable activities.

The objective of this resource is to provide a series of units that can be used to introduce speech and debate in the classroom. The intention is not to provide an in-depth, academic understanding of speech and debate, but simply to provide a resource that will aid teachers in getting their students started in debate and speech.

An Introduction to Public Speaking - Overview

One of the wonderful things about speech is that it is possible to participate on a number of levels. For example, a professional speaker or teacher of speech will react on one level, while the uninitiated or inexperienced can react on another level. Regardless of their level of expertise, individuals can probably agree on what constitutes a good speech versus a bad speech. This common sense aspect of speech makes it accessible to anyone with an interest in better communication, regardless of their level of expertise.

We have all watched and listened to speakers who mumbled away, staring at their notes, and we have all lost track of time as we dozed, trying desperately to stay awake. Hopefully, most of you have also been captivated by a spectacular speaker, who entertained you while communicating a clear message. Most students are equally capable of making or being taught this distinction.

This resource is divided into units. For each unit a number of classes are recommended. The assumption is made that classes are 35 to 40 minutes long.

Evaluation/Journal of Progress:

It is recommended that students keep a journal of their progress throughout this speech program. One tool that could be used here is the Sample Judge's Worksheet. For each speech this form could be completed by the teacher and (or) the student and (or) the class. Students could keep these evaluation forms and other notes, and thereby get a sense of their strengths and progress through the program. It is recommended that the instructor take 5 minutes at the end of every class to allow time for this process. You may also wish to motivate your students by telling them that the journals will need to be turned in at intervals, or at the end of the speech unit.

UNIT 1

Title: An introduction to speech

Objectives:

- Outline the speech program that you intend to pursue (give an indication of the type of work to be done, the number of classes, and so on);
- Give students a basic understanding of what a good speech is.

Number of class periods: 1

Begin by discussing the basics of good public speaking. This discussion will illustrate the behaviours and techniques that they may be striving to emulate during this speech program. You may wish to begin by asking a number of questions and encouraging discussion.

1. Who talks for a living?
2. Is speaking to others important?...Why?
3. When might you need to speak to more than one person at a time?
4. Is speaking to more than one person at a time different from chatting with a friend?
5. When have your parents had to speak to more than one person at a time?

You might ask students to discuss this last question with their parents and begin the next class by discussing this point further.

The following rudiments should be touched on. This list is not exhaustive and teachers may wish to adjust this list to suit the particular needs of their students. Before we look at these points, let's consider how to present them:

1. Encourage a group discussion. Give a description of these points and discuss with the students why these points may or may not be important. Encourage the students to give examples illustrating the positive and negative behaviours associated with these points. With an

item such as eye contact, you might preface this discussion with such questions as:

- Have you ever noticed what people do with their eyes when they talk to you?
 - What appears natural?
 - What appears unnatural?
 - What do you do with your eyes when you talk to people?
 - What happens when you don't look at people when you are speaking?
2. There may be a drama teacher who might be comfortable giving a short talk on these points.
 3. Give a short humorous speech demonstrating bad public speaking. You might shuffle around, put your hands in your pockets, mumble with your head bowed and shuffle your notes as you give a rambling talk that goes nowhere.

Ask the students to point out what was done poorly and list these points on the blackboard or overhead. If the list is not comprehensive you could ask questions such as, "How was my voice?" and "What about where I was looking?" Once you have assembled this list, you can use it as a basis for discussing appropriate behaviour - for example, "O.K. You all thought that I stared at the ground too much? What should I be doing?"

You might follow this up with some discussion on eye contact. Again the points should be examined by questioning and discussing with the students, as in the preceding example.

Stance: Generally, a person should stand stationary with feet approximately shoulder width apart. Normally the feet should remain stationary with most motion coming from the upper body. In most cases, movement (such as pacing or shifting weight) will distract the audience from what should be the real focus of the presentation. There are certain types of presentations in which movements of the body can have a dramatic impact; however, it is probably better not to deal with this at this time.

Eye contact: It is unnatural to talk to someone without looking at them. Making eye contact with the individuals in the audience is critical to a good presentation. Quite aside from giving a natural

appearance, the speaker who makes eye contact is taking part in an interactive process with the audience. Looking at the audience compels the audience to pay attention. Looking at the audience gives the speaker feedback, which the smart speaker will use to make changes to his or her presentation. If people are dozing off, perhaps this is the time to raise your voice and/or move on to another point.

Generally your expectations for eye contact should be lower for younger students. A novice speaker in the senior elementary grades may only make eye contact 20% to 30% of the time. A mature and experienced speaker should be making eye contact 80% to 90% of the time. Strive to achieve a degree of eye contact that is natural.

At one time people advised nervous speakers to pick a spot on the back wall, just above everyone's heads, and to stare at it. This is fine if you want people to think that you've been hypnotized!

Voice: You must always select a volume that allows you to be heard by your entire audience without deafening the people in the front row. Do not speak in a monotone. Vary your pace and volume to reinforce key points, natural breaks and items you wish to emphasize. Dramatic emphasis can be achieved by either raising or lowering your voice.

Be prepared: You should be reasonably familiar with your presentation and your notes and visuals should be well organized so that your speech flows smoothly. Audiences have very low tolerances for speakers who lose their place, forget chunks of their speeches, or fumble with notes.

Gestures: There are two aspects to this, avoiding distracting gestures and trying to encourage the use of complementary gestures. Gestures to avoid include:

- playing with rings, pens, and so on;
- playing with long hair or glasses;
- scratching yourself and exploring parts of your body;
- fumbling with notes;
- putting your hands in your pockets;
- crossing your arms in front of you;

- clasping your hands behind your back.

People are often unaware that they have these distracting gestures, so if you have the opportunity to video tape your speakers, a class spent reviewing a set of speeches can be very illuminating. Normally, gestures are part of everyday speaking. If you watch people talking you will see them using gestures. If you imagine for a moment that you are deaf, you can still get a sense for a speaker's mood by the gestures being used.

Here are a few examples of good gestures:

- slamming your fist into your hand to express rage or great concern;
- pointing at the audience while stating a rhetorical question;
- holding a hand to one side while stating, on the one hand, and holding the other;
- hand to your other side while stating, on the other hand;
- throwing your hands up in disgust or amazement

An amusing handout called ***Brush Up Your Gestures*** is attached, which you may wish to hand out to students.

Notes: It is great if you can comfortably memorize your speech, but generally it is not necessary. Many speakers rely on point form notes to help them through their speeches. Such an outline can be better than memorizing, because it provides a contingency against forgetting or muddling a speech. Notes are not intended to be read verbatim. Rather, they provide key words or phrases in point form to keep the speaker on track.

Organization: There are a number of techniques for structuring a speech, but for our purposes, keep it simple. The method used for structuring a standard essay (with an introduction, body, and conclusion) is good advice at this stage.

UNIT 2

Title: An introductory speaking experience in small groups.

Objectives: Students will have an opportunity to give an impromptu speech. (A speech for which little or no preparation time is given.) If this seems artificial, remember that as we go through life at school, at work or in relationships we are often called upon to react spontaneously. Students will have an opportunity to evaluate the speeches. (Evaluations could be by some or all of the following, at your discretion: peer, student, instructor.)

Number of class periods: 1 or more

The intention is that students will give short speeches on topics drawn at random. You may wish to create all of the topics or have the students write down two or three suggestions each. If you do the latter you should screen these topics and use your discretion in putting the topics into the hat. Few things backfire as badly as the shyest child in the room drawing a topic that verges on obscene!

For this preliminary speech you should break the class into smaller groups. The groups could range in size from three or four students to half of the class. This decision is up to you - you will have to decide what your students will be most comfortable with and the amount of time at your disposal. If the students are broken into groups of 10 or less, it should be possible to go through this exercise in one class. You may wish to repeat this exercise and increase the size of the groups so that students have an opportunity to get used to progressively larger groups. Again the decision is yours! Don't spend too much time at this level, since there will be other speaking opportunities later.

The students should receive about one minute to prepare and then should have an opportunity to speak for about a minute. Someone will need to time the speeches and hold up some sort of signal to let the student know when the time has elapsed. You could perform this function or a student could be the timekeeper.

When the student's time has elapsed, the timer should give a signal to this effect. Since it's difficult to end a speech precisely at the end of the period granted, a short grace period, say 10 seconds, is allowed. After the grace period has ended the speaker should be interrupted.

Here are some ideas for topics:

- king for a day;
- why showers are better than baths;
- my favourite possession;
- my pet;
- my favourite T.V. program;
- why I hate, or like, school.

Each time students speak in this setting they should be evaluated by their peers and by themselves. If time permits, students could discuss their reactions to each other's speeches.

At the start of this unit you should discuss the ballot and urge the students to make tactful and constructive comments about others and to complete their self-evaluation. During this and subsequent classes you should be moving around and talking to students, getting a sense of their strengths and weaknesses and giving encouragement.

UNIT 3**Title: More on speaking**

Objective: To prepare students for their next speaking activity, which will be to the entire class.

Number of class periods: 1

Begin by reviewing some of the characteristics of good speaking from Unit 1. Once you are comfortable, move on to discussing how to make your speech easy to follow.

The following handout should provide a basis for this discussion.

1. *Be clearly heard:* pleasant with appropriate volume. Are students speaking clearly? Can they be heard? Remember, a monotone is no good. Don't talk too fast (most novice speakers talk too fast).
2. *Let all important actions, objects, and so on, be clearly seen.* Are you hiding behind a podium? Are you hunched over? If you are using visuals, make sure they are clear, simple and displayed long enough for everyone in the audience to see them.
3. *Talk to the audience!* Remember that the information you're giving is already in your brain - you want it to end up in their brains. Are points being explained so that the audience understands them? Speakers often assume that because they understand a concept, so will the audience.
4. *Begin with appropriate facial expressions.* Don't smile when discussing a tragedy; don't frown when discussing the happiest day of your life. Encourage discussion on these points and have the students reflect on their preliminary speeches.
5. *Look at the audience, get feedback and adjust to it.* Remind students about making that all-important eye contact. They should think of themselves as having a conversation.
6. *Interact with the audience!* When you stand before them, look at them, get their attention and then begin to speak. When you finish, look at them, smile if appropriate and sit down. Do not end your speech by saying thank-you; the audience should be thanking the speaker. If you

thank the audience for paying attention, you are suggesting that your speech was not sufficiently compelling on its own to hold the attention of the audience.

7. *Remember, you'll have a normal degree of fear.* It will sharpen your performance.

UNIT 4**Title: Impromptu speaking to the class**

Objective: Students will deliver an impromptu speech to the entire class and will be evaluated. (Evaluations could be by some or all of the following, at your discretion: peer, student, instructor.)

Number of classes: The number of classes will depend on the number of students and the number of times you wish to repeat this exercise.

The intention is that students will again give a short speech on a topic drawn at random. You may wish to create all of the topics or have the students write down two or three suggestions each for your use. As before, if you do the latter you should screen these topics and use your discretion before putting these topics into the hat.

The students should receive about one minute to prepare and then should have an opportunity to speak for one to two minutes. Select a topic you feel is appropriate to the students' abilities and the audience's attention span. Someone will again need to time the speeches. You could perform this function, or your students could. When a student's time has elapsed and a 10 second grace period has ended, the speaker should be interrupted. If you think that there are some who will volunteer to speak first, it is wise to ask for volunteers, just to get the ball rolling.

Remind students that these presentations will be evaluated!

(It would be a good idea to videotape these presentations, because this could provide the basis for a discussion during the next class.)

UNIT 5**Title:** More advanced concepts**Objectives:**

- Debrief impromptu speeches;
- Discuss new concepts.

Number of periods: 1

Discuss aspects of the last impromptu speeches. It may be helpful to review the videotapes of the speeches and use this as the foundation of a positive supportive discussion. What worked? What was effective? What wasn't effective? There are no right answers, but they should focus students on certain concepts such as preparedness, the need to be entertaining or the need to be compelling. How are the evaluations working? Are there any problems or concerns?

Distribute and discuss the following as a hand-out, and try to link this discussion to the evaluation discussion.

1. Use simple but not childish wording and sentence structure. Avoid technical terms where common ones will do. If you must use technical terms, explain them. Also avoid flowery, over-elegant language and long complex sentences. Do not, however, talk down to the audience.
2. Use simple speech organization. Intricate patterns or organization and lengthy chains of reasoning have no place in a tournament due to time limits. Rarely is there time to make complex arguments clear. A few main points, clearly related and simply supported, should furnish the basic structure of your speech.
3. Make your transitions clear. When you pass from one idea to another, indicate this fact by a sentence or two, or by a distinct change of rate or pitch. Sometimes transitions can be done by using a movement or gesture.

UNIT 6**Title: Delivery of a short prepared speech**

Objective: To write, rehearse, and deliver a short (2-3 minute) prepared speech and to be evaluated. (Evaluations could be by some or all of the following, at your discretion: peer, student, instructor.)

Number of classes: 2 to 3 classes to write the speeches, 1 to 2 classes to rehearse the speeches. Approximately one class for every 10 to 15 participants.

You may suggest to the students that they do a speech on something familiar to them. For example, they could talk about a pet, or their room, or a recent vacation, or an issue that they feel strongly about. Alternatively, there may be a subject that you wish them to research, related to an area they are studying. Current events also provide ideas for topics. Students often have difficulty selecting topics so it's important to talk to all of them and make sure that they have a topic and have started developing and researching it. You will be the best judge of when they have had enough time to research and practice.

You should discuss the following items with your students:

Rehearsal: If you can comfortably memorize your speech, this is great, but generally it is not necessary. Many speakers rely on point form notes to help them through their speeches. Such an outline can be better than memorizing since it is a contingency against forgetting or muddling a speech.

Notes: These are not intended to be read verbatim, but simply to provide key words or phrases in point form to keep the speaker on track. To work effectively with point form notes you need to rehearse, particularly if you have a specified time that you must stay within. Students can be broken into groups of four or five for rehearsals, which should give them all several opportunities to practice their presentations.

Structure: There are a number of techniques for structuring a speech, but for our purposes let's keep it simple. The method used for structuring a standard essay with an introduction, body, and conclusion is good advice at this stage.

At this point you may wish to move on to a more formal speaking activity, or you may wish to try to spend more time at this level with more short prepared speeches of this type, or you may wish to try some alternative speaking activities that give the students an opportunity to practice speaking while engaging in entertaining activities.

Here are some examples:

A celebrity roast: One student volunteers to be the celebrity (for example, a retiring mayor) and other students play roles such as a principal, a councilor, an aunt, a fire chief, a spouse, and so on.

A wedding dinner: Students assume various roles, such as bride and groom or other members of the wedding party. They give short speeches, as might be given at a wedding. Variations on this theme can involve such things as a vampire's or politician's wedding.

The news: Students pretend to be the different parties in a newscast. For example, two people can do the headlines, one could do the weather, another the sports, another the entertainment column, and so on.

As with other activities, these can be done with a group of students playing to the class, or the class can be broken into smaller groups, which allows more people to complete their presentations in a shorter period of time. The lengths of the various presentations in these activities can vary, depending on your purposes.

UNIT 7

Title: How to prepare and deliver a formal 5 minute original oratory speech

Objectives: Students will learn techniques for structuring a longer speech (5 minutes), which will be evaluated.

Number of class periods: 2 to prepare (depending on how receptive your class is); 3-5 to write, 2 to rehearse. Approximately 1 class for every 6-7 speakers. (Evaluations could be by some or all of the following: peer, student, instructor.)

During these and other classes you should be moving around and talking to students, getting a sense of their strengths, setting goals for improvement, giving encouragement, and discussing the major points that you will wish to cover with your students before they begin preparing their next set of presentations.

It might be possible to have the best speeches presented during a school assembly or, if other classes are addressing public speaking, to hold a speech competition for the best speeches from each room.

(Excerpted from SDU's Step-by-step Guide to Speech)

THE COURSE: ORIGINAL ORATORY

What it Is

Giving a prepared speech to inform, entertain or persuade. The speech must be written originally on the part of the speaker.

Let's Shop Wisely

1. To find a topic, look in newspapers, magazines, books, transcripts, and so on. Watch television or listen to the radio. Talk to family and friends.
2. Once you've decided on a topic, research it fully.
3. Decide if your speech will be one to entertain, inform, persuade - or all three.

4. Consider your time limit.
5. Choose a topic that interests you or it won't interest your audience.

Let's Get Cooking

A basic speech format will be given, to be used for every speech.

THE SPEECH FORMULA

1. Formula for Introduction
 - Capture
 - Motivate
 - Assert
 - Preview
2. Formula for Development
 - 2 - 4 points with support for each
3. Formula for Conclusion
 - Summary and/or call to action

THE SPEECH FORMULA IN DETAIL

1. FORMULAS FOR INTRODUCTION

Capture

Get your audience's attention; motivate them to listen to your speech. Don't bore them. There are several ways of capturing attention.

- **Startling statement:** Cite unexpected fact, such as "Fifty coffins will be lowered into our City's cemetery in the next month. Of those at least ten will contain cancer victims." (*For speech on cancer.*)
- **Quotation:** Quote a famous person's words that relate to your subject. For example, Thomas Huxley on success: "The rung of a ladder was never meant to rest upon, only to hold a man's foot long enough to place the other somewhat higher."

- **Rhetorical questions:** Ask a question the audience must answer in their own minds, such as "If you were awarded an expense free trip to any place in the world, where would you go? To the quiet country?" (*For a speech on how to choose vacation spots.*)
- **Illustration:** Tell a short anecdote or story (true or fictitious) to illustrate your point. For example, you might recount the story of Louis Pasteur, who was terrified of dogs; although asked to work on different diseases, Pasteur worked only on finding a vaccine for rabies and his personal interest made him successful. (*For a speech on how a person's feelings can produce inventive, successful ideas.*)
- **Humorous anecdote:** Tell a story that is funny and applies to your speech. For example, in a speech on the multiple meanings of words, "Oh darling, I've missed you," she cried, and fired the gun again.

Motivate

Show that the topic is important to the audience. Show how it affects them. (Why should city kids be interested in a speech on farming?) Several ways to motivate or interest your listeners are by using a combination of the following:

- **Penalty:** Raise their fears; describe what will happen if they don't listen. For example: You will lose money; You will endanger your health; You will fail this class; You will be out-of-date, and so on.
- **Reward:** Show the audience the advantages they can gain. For example: You will win a prize; You will save your life; You will make money; You will have fun, and so on.
- **Curiosity:** Show the audience what they can learn for the sake of learning. For example: How hot is the sun? Is there a black hole? What are sunspots? Is there life after death?

Assert

Show the audience your specific approach. You do this by stating your assertion or the purpose for your speech.

For example: ``There is a correct way to hit a tennis ball. Children's advertising can be harmful.``

Preview

Tell how you will present your information. Give an initial summary of your main points. For example: ``Let's discuss the proper stance, the grip, and the swing in order to hit the ball (tennis) correctly.``

2. FORMULA FOR DEVELOPMENT (the ``Body``)

Give 2 - 4 points, with support for each. (See Types of Original Oratory, below, to decide how the body of the speech will be developed.) Remember to take each point from the preview and develop it fully in the most appropriate manner.

3. FORMULA FOR CONCLUSION

The conclusion of the speech has two purposes:

1. To present a brief review of what has been said;
2. To review the value that the information should have to the listener.

Close with a firm, appropriate punch line. Here are suggestions:

- Use a literary quotation that contains the major idea of the speech.
- Use a personal example that shows the audience how valuable this information has been to you.
- Tell a joke that demonstrates the value of the information.
- Repeat a portion of the opening statement.
- Make a bold, vivid statement to restate the importance of the speech.
- State what will happen if the audience does not use the information given.
- Make a call to action.

Put your speech into outline form using the formula. See the following example of a well-structured speech:

INTRODUCTION

Capture

This is not a key to my dad's car.

- a) This key allows you to go somewhere not in a car, but in school.
- b) With this key you can win the admiration of your friends and family.

Motivate

I have another "key" to show you.

- a) This key allows you to get somewhere not in a car but in school.
- b) (Positive approach) With this key you can earn better grades and win the admiration of your friends and folks.
- c) You will save time studying and will have more time to do other things.

Assert

Using the S-Q 3 R Study method will make you a better student.

Preview

Let us discuss the three cuts in this key to good grades:

- a) Survey
- b) Question
- c) Three R's: 1. Read. 2. Recite. 3. Review.

BODY (Time Sequence)

I. Point One and Support

Quickly survey the chapter or assignment.

- a) Read the first and last paragraph.
- b) Read the sub-headings in bold faced print.

II. Point Two and Support

Create questions that you will answer when you read.

- a) Turn the chapter title into a question.
- b) Turn each sub-heading into a question.

III. Point Three and Support

Use the 3 Rs.

- a) Read the material to answer the questions.
- b) Recite the answers to the questions until they are well in mind.
- c) Review all of the chapter.
 - 1. Do this immediately after reading.
 - 2. Do this again after several hours.
 - 3. Do it again once a week.

CONCLUSION

Action

- 1. Use the S-Q three R Method each time you study.
 - a) You will learn faster.
 - b) (Refer to Capture.) You will have the "key" to getting somewhere in school.
- 2. You will have the key to moving toward success.

TYPES OF ORIGINAL ORATORY

The speech to inform

This type of speech follows the principles of the basic format. It can be developed a number of ways:

1. *The Chronological (Time) Method*

Develop your speech using a passage of time. Begin at a certain date (or time) and move forward. For example: If you are talking about the development of the television, you may discuss the 1940s, 1950s, then up to 1980s. Or, if you are discussing how to make a main dish, you would discuss what is done in what order.

2. *The Spatial Method*

Develop your speech by talking about various sections of some thing or place. For example: When speaking about a building, move from its basement to the top floor (or vice versa). Or, when talking about hunting, move from the West Coast into another geographical area such as the Rocky Mountains, and so on.

3. *The Structure/Function Method*

Develop your speech by outlining a system. To do this, give the parts (structure) of the system and what the function of each part is within the whole system. For example: When speaking about the automobile as a system for transporting human beings, you would talk about the parts of a car and the function of each part, in order to arrive at an understanding of the whole.

4. *The Chain of Events Method*

Develop your speech by showing a cause-and-effect relationship. For example: To explain what occurs when a car moves, you would explain that gas and air are mixed (tell how and in what proportion), the mixture is forced into the engine (tell how and where it is forced), and a spark ignites the mixture.

The speech to entertain

This type of speech follows the principles of the basic format. To develop, note the following:

It is important that this speech uses materials that in themselves carry and imply humour. The selection, arrangement and wording are what achieve the effect of entertainment. However, the humorous speech should not degenerate into a series of unrelated funny stories, nor merely consist of telling one story. The speech to entertain may not be informative or persuasive; neither of these goals becomes the chief aim of the speaker. The chief aim is to entertain. A main idea is presented, but as the idea is progressed through humour.

A few methods to achieve humour are:

- Telling a joke on oneself, someone in the group or some well-known person.
- Exaggeration.
- Deliberate underestimation.
- Sudden change of thought.
- Surprise thoughts.
- Twisting ideas.
- Intentionally making errors.
- Pantomime.
- Gestures poorly timed or too late.
- Anecdotes.
- Entertaining examples.
- Impersonating a character used as illustration. (Don't use a whole example).

The speech to persuade

This type of speech follows the principles of the basic format, but there are specific organizational procedures. Having stated the problem:

1. *Show the Nature of the Problem*
 - Show the extent of the problem. (Use examples, statistics, respected opinions).

- Show the effect of the problem. (Use examples and facts.)
- Show the causes of the problem. (Where possible.)
- Show how the problem affects the listeners. (Use vivid descriptions.)

2. *Present the Solution*

- Show the procedure and methods to be used.
- Show the cost, time and number of people the solution requires.
- Show where similar solutions have worked in other places.

3. *Visualize the Solution*

- Show how the solution will eliminate the causes, reduce or eliminate the symptoms, help people, reduce costs, increase efficiency, and so on.
- Show what will happen if the solution being offered isn't adopted.

4. *Appeal for Audience Action*

Speak directly to the audience and appeal to the motives of:

- Fair play.
- Desire to save.
- Desire to be helpful.
- Desire to be intelligent.
- Pride in ownership.
- Pride in community.

5. *In the closing portion of your speech you should:*

- Challenge the audience to do something.
- Provide a summary of the important steps.
- Indicate your own intention to do something.