

# Royal Canadian Air Cadets

## Effective Speaking



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## British Columbia Cadet's Workbook

# 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, and good citizenship. Cadets who participate in the effective speaking program will learn all of these things. The skills you learn here will help you immeasurably in other areas of your life as well, whether you 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, making a toast at your best friend's wedding, or a myriad other situations in which you will need to speak in public and be persuasive, or inspiring, or entertaining or informative.

If you attend the sessions prepared for you by the leaders/coaches in your Squadron, if you do the assignments in this workbook, and if you practise, practise, practise, you will become more than a public speaker, you will be an EFFECTIVE speaker.

Good luck, work hard, and have fun!

## Assignment 1 – before the first session

Look up the National Effective Speaking Program Handbook found on the ACL website:  
<http://aircadetleague.com/common/documents/images/effective%20speaking/2014%20effective%20speaking%20handbook.pdf>.

Read the section entitled "Guide for Speech". Make notes of any questions you have about anything you don't understand or want further clarification on. Bring these notes to your first session. (If you have questions, it is more than likely others in the class will have questions, too, and they will be grateful to you for asking.)

Prepare a short (2 to 3 minute) speech introducing yourself, using the frame work provided:

### Framework:

- Introduction:  
Address the facilitator (e.g. Madam Chair, Mr. President, etc.).  
Address the audience (e.g., ladies and gentlemen, my fellow Cadets, etc.).  
Introduce yourself (name). If you are going to use your rank, be sure to say "I am (rank) (name), not "my name is (rank) (name). Your rank is not your name.
- Body:  
Tell us the first interesting fact about yourself that you have chosen to share.  
Give a couple of details.  
Tell us the second interesting fact about yourself that you have chosen to share.  
Give a couple of details.  
Tell us the third interesting fact about yourself that you have chosen to share.  
Give a couple of details.
- Conclusion:  
Find a way to wrap all the interesting facts into one anecdote or plan for the future.

# Types of Speeches

There are many occasions when you will be called upon to speak in public: a school assignment, a job interview, a presentation at work, teaching a lesson, offering a congratulatory speech at a friend's birthday party or wedding, speaking at a conference on a topic you are passionate about or know a lot about, and many others. The type of speech you give will depend on the context, the content, the purpose and the audience. Sometimes you will be prepared, and sometimes you will be asked at the last minute, and have to speak "off the cuff".

The type of speech you give will determine what you say and how you say it. In general, we can divide speeches into four types.

*To Think About*  
*As you read about these four types of speeches, think about who would give these speeches, and in what context.*

## 1. The speech to inform.

The purpose of this type of speech is to impart a body of knowledge. It is straightforward and factual, but does not have to be boring. You can choose which facts to focus on for maximum impact, you can use some humour in the presentation, as long as it does not detract from the message, and in many cases you can present all the information in written form, and just use the speech to highlight the most important aspects. Common mistakes include speaking for too long, throwing too many facts or statistics at the audience, or reading your speech to avoid leaving anything out. Pay attention to your audience while you are giving your speech. If they seem bored, or confused (and you can usually tell), be prepared to change, skip, repeat, simplify and explain, in order to ensure maximum comprehension in the audience.

## 2. The speech to persuade.

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. Careful research is important; you will not convince anyone by misinforming or misleading them. Your argument needs to be reasonable and logical, and back up by facts and expert opinion. It must be passionate about your topic, but emotion alone will not sway your audience.

## 3. The speech to entertain.

The purpose of this speech is to please or amuse the audience. Entertaining speeches can still deliver a serious or important message. Be careful with humour – do not descend to sarcasm or rudeness.

#### 4. The speech to inspire

The purpose of this speech is to give hope, to encourage, to cheer or to motivate to action. It can incorporate elements of all of the other types of speeches.

*To think about*

*For these nine people, which one of the four types of speeches would they commonly use?*

*a. a politician*

*b. a priest/minister*

*c. a television newsreader*

*d. a kindergarten teacher*

*e. a stand-up comedian*

*f. a telemarketer*

*g. the chairperson of a company's board meeting*

*h. an applicant at a job interview*

*i. a Cadet at an effective speaking competition*

#### Assignment #2

Look up the topics for the prepared speech portion of this year's competition. (See the Air Cadet League Website: [aircadetleague.com](http://aircadetleague.com). Go to the link Cadets and Squadrons, which will bring you to a page with the link contest/competitions. This gets you to the Effective Speaking page, with a link to the topics.)

1. For each of the topics, decide which type of speech would suit the topic **best**. Be prepared to defend your choices at your next effective speaking class.
2. Would any of the topics suit more than one type of speech. How would you decide which type of speech to use in different contexts?

# The Prepared Speech

All speeches, like all good stories, have a beginning, a middle and an end. For speeches, essays and other forms of academic or formal communication, we call these the Introduction, the Body and the Conclusion. You have already started to use this framework when you prepared your first assignment of this workbook.

The National Effective Speaking Handbook has a Guide for Speech, in which all these elements are discussed in great detail.

## 1. The introduction

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.

### *To Think About*

*Try to come up with three different "hooks" for the introduction of the speech topic you have chosen. For example, a question you could ask, a quotation that fits, or a joke that you could tell. If you have not yet chosen your speech topic for this year, choose three different topics, and find a different "hook" for the introduction to each of them.*

## 2. The Body

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.

These structures are discussed in more detail in the national effective speaking handbook. Make sure you are familiar with all of them.

### *To Think About*

*Which structure is the most suitable for the topic you have chosen? Why?*

*Can any other structures be used (even if they are not quite as good)?*

*If you have not yet chosen a topic, randomly choose three topics and think about which structure would be best for each of them.*

**Logical or topical organization** is one of the most common patterns. It is especially useful for informative and entertainment speeches. **Chronological order** is useful in informative speeches or in persuasive speeches which require background information on a problem or issue. **Spatial order** is often used in informative speeches. For example, a televised weather report usually is given according to the regions of the country. **Classification order** requires you to put things into categories. This pattern is useful for all three speech purposes. Solutions to problems can be categorized according to type. 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. 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. This format is also used in speeches to persuade.

### 3. The Conclusion

The conclusion should end the speech on a high note and should, as much as possible, relate back to the introduction.

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.

*To Think About*

*What are three ways to indicate to your audience that your speech is coming to an end without using the phrase "and in conclusion ..."*

### Assignment #3

Now that you have become familiar with the types of speeches, and how to organize the content of your speech, if you have not done so yet, you should choose the topic of the prepared speech that you will use in the competition. Read all the topics over very carefully, and think about:

- which ones hold the most interest or would be the most fun for you,
- which ones would be easiest to research,
- which ones might be of most interest for your audience, and
- which ones would be least likely to be chosen by the other competitors (or that you could present in a way that would be totally different from the other competitors who choose the same topic).

These factors will help you narrow your choice to the topic you want to speak about, but if you are still undecided, bring your preliminary choice of two or three topics to the next lesson, and be prepared to discuss with your classmates and coach the pros and cons of each, so that by the end of the lesson, your topic will be decided.



# The Impromptu Speech

Impromptu speeches are very similar to prepared speeches in the type, format, and delivery, but there are a few small differences, most notably that they are usually shorter and, of course, there is little or no preparation time. However, this skill is very easy to master; all it takes is lots and lots of practice. The lack of preparation time, while nerve-wracking, is not a detriment if you can prepare yourself to be comfortable with the situation, and to have in mind a framework on which to build your speech.

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, re-frame 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. (This is not a method to be used in competition!)
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.

# Delivery

It is the combination of what you say (the content of your speech) and how you say it (the delivery) that will convince, persuade, entertain, inspire or inform your audience. There are several components to delivery. You will use two powerful instruments – your body and your voice.

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.

## Using your body

### *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.

### *Movement*

Some people find movement natural. Pacing is acceptable especially in a long speech. However, if you are going to pace, do so slowly, never turn your back on the audience, and walk in a triangle. Move a few steps away from the lectern towards the audience at an angle. You can use this movement to draw the audience into what you are saying if you also drop your voice a little and lean forward. It implies that you are sharing something special with them. Then move a few paces to the side in the direction of the lectern whilst speaking. You are now just a few paces in front of the lectern and a few simple steps backwards will put you next to it if you need to check your notes.

### *Appearance*

Dress neatly. Appearance and dress can influence your audience no matter who is in attendance.

For the competition, all contestants will wear C-2 Standard Duty Dress with no accoutrements (i.e. lanyard, white belt, gaiters, etc.).

### *Eye Contact*

Lift your eyes and look at your audience. Watch the audience carefully for reactions - you should be able to easily detect boredom, lack of understanding, interest or annoyance. Do not keep your eyes glued to notes or read notes at length - this is a certain way to lose the attention of your audience.

### *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. Be careful of inappropriate expressions. For instance, if you are talking about something sad, it is inappropriate to have a wide smile. If you deliver a joke, but your face is frowning, no one will know that you intended to be funny.

### *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.

## **Using your voice**

### *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.

### *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.

### *To Think About*

*Sounding Real – If you're saying "I'm really happy to be here today" but sounding like "I'm totally bored and can't wait to get off the stage" your speech is going to create conflict for the audience. Your words are saying one thing but your tone or expression is saying another. To practice conveying the meaning you intend in your words, try experimenting by saying your opening sentences as if you were: happy, bored, sad, angry, bitter, teasing, cynical. The idea is to really listen to how you say the words, or how you fill them with meaning. A happy person saying the same sentence as an unhappy one sounds different. The stresses or inflections on the words are different. They are spoken at a different rate and even at a different pitch. By playing with the way you deliver your words you'll develop more flexibility, and with more flexibility you'll be more able to find the most appropriate way to express your words and have them interpreted in the way you intended.*

## Assignment #4

Use your heart. If you believe what you are saying, it will come over as true and meaningful. Different aspects of a story need different emotions. If you are talking of a tragic moment, it would not be appropriate to smile and talk in an upbeat way. Practise bringing emotion into what you say. Read the newspaper and select three stories, one tragic, one factual and one humorous or quirky. Read the stories out loud in front of a mirror. Then take each story in turn and place yourself in the story. How would you feel? What would you think? Then re-read the stories out loud in front of the mirror. The second reading will have much more real emotion and be much more believable. (Watch TV newsreaders carefully to see their subtle changes in emotion.) Now 'feel' the emotion in your speech. Does it seem genuine?

## Style

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. It is more than likely the speeches would be very different. Some of the differences might be in the content, but a large part of this difference would be labelled "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. If you are sensitive to the mood of the audience you may want to modify your 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*

Try to make every speech original in both the presentation of the material and the techniques you use for delivery.

## *Poise*

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

### *To Think About*

*Find a speech by a public figure (e.g. President Obama, Prime Minister Harper, Queen Elizabeth) on YouTube or another source. Do you think of this person as a good or bad speaker? Try to determine some of the elements of their style.*

## **Assignment #5**

This assignment can be done as often as you wish.

Videotape yourself (even if you have to use your cell phone) giving your prepared speech. Go through from beginning to end, do not stop even if you make a mistake. Review the tape, so that you know what you look like and sound like. Make note of what you do well, and also make note of those things that you need to improve upon. As you repeat this exercise, you should also take note of how much you have improved since the last time you made a tape (or the very first time), and find a way to celebrate.

# Preparing for the Competition

The best preparation for the competition is practice, practice, practice. There are certain procedures and rules you have to follow, and these are found on the National Air Cadet League Website. Make sure you are familiar with all of them, and don't hesitate to ask your coach for clarification. The more you know what to expect at the competition, the less nervous you will be, and the better your speech will be.

## 1. Who may compete?

The competition is open to all Air Cadets who have not aged out up to and including the date of return to unit from the National effective speaking competition. So if you will age out during this training year before the first week of June, you MAY participate in the program at your Squadron, but you MAY NOT compete at any level, even if the Squadron or Wing competitions take place before you actually age out. If you have competed at any level in previous years, you may compete again, except that the **National Winner** will not be eligible to compete again.

Any Cadet who coaches, organises or in any other way helps with the running of the program in his or her squadron is eligible to compete. However, no Cadet may have any part in the organising or running of the competition at any level.

## 2. What is the format of the competition?

At each level, the competition consists of two main parts: the prepared speeches and the impromptu speeches. The prepared speeches usually come first, and there is then a short break before the impromptu speeches. Winners are announced at the end of the competition, and pins, medals and trophies are distributed at that time.

Before the competition starts, the MC will take attendance, go over the rules, and the speaking order will be decided. This is your opportunity to ask questions about anything you are unsure of.

All the competitors listen to all of the prepared speeches. There will be reserved seating for the competitors, usually at the front of the auditorium. They are called up one by one, and the judges have time between speeches to do their marking. For the impromptu speeches, the competitors are sequestered in another room, so that they do not hear the topic before it is their turn to speak. Each competitor is given three minutes to prepare a speech once he or she has been given the topic. Once the competitor has given the speech, he or she will listen to the ones that come after.

### 3. What are the judging criteria?

The three judges at each competition have not heard the speeches before, they have no bias towards or against any competitor or squadron, and they have had some experience in either giving or evaluating speeches. The following tables indicate the criteria by which the speeches are marked, and also indicate the weighting of the various criteria. Thus, each judge assigns a total mark of 100 for the prepared and impromptu speeches counted together, and each Cadet has a maximum possible mark of 300 (the three judges' marks added together). The timing faults are deducted from each judge's score before the points are totalled.

| Prepared Speech   |  | Max         |
|---|--|-------------|
|   |  |             |
| <b>Introduction</b>   |  | <b>/ 8</b>  |
| Aroused interest  |  | / 4         |
| Effective and appropriate presentation                        |  | / 4         |
|   |  |             |
| <b>Body of Speech</b>   |  | <b>/ 30</b> |
| Information complete & logically presented                    |  | / 5         |
| Knowledgeable about the subject                               |  | / 5         |
| Speech developed with originality                             |  | / 5         |
| Proper and effective use of language                          |  | / 5         |
| Kept to topic   |  | / 5         |
| Correct grammar   |  | / 5         |
|   |  |             |
| <b>Conclusion</b>   |  | <b>/ 8</b>  |
| Left audience with an appreciation of topic                   |  | / 2         |
| Sums up material  |  | / 3         |
| Logical: a capsule of what has been said                      |  | / 3         |
|   |  |             |
| <b>Delivery and Style</b>                                     |  | <b>/ 30</b> |
| Spoke to audience with enthusiasm, confidence and eye contact |  | / 10        |
| Rate of delivery  |  | / 10        |
| Proper stance, audible, correct pronunciation & enunciation   |  | / 10        |
|   |  |             |
| <b>Score</b>  |  | <b>/ 76</b> |

| Impromptu Speech  |  | Max         |
|---|--|-------------|
|   |  |             |
| <b>Introduction</b>   |  | <b>/ 3</b>  |
| Aroused interest  |  | / 2         |
| Effective and appropriate presentation                        |  | / 1         |
|   |  |             |
| <b>Body of Speech</b>   |  | <b>/ 9</b>  |
| Information complete & logically presented                    |  | / 1         |
| Knowledgeable about the subject                               |  | / 1         |
| Speech developed with originality                             |  | / 2         |
| Proper and effective use of language                          |  | / 2         |
| Kept to topic   |  | / 2         |
| Correct grammar   |  | / 1         |
|   |  |             |
| <b>Conclusion</b>   |  | <b>/ 3</b>  |
| Left audience with an appreciation of topic                   |  | / 1         |
| Sums up material  |  | / 1         |
| Logical: a capsule of what has been said                      |  | / 1         |
|   |  |             |
| <b>Delivery and Style</b>                                     |  | <b>/ 9</b>  |
| Spoke to audience with enthusiasm, confidence and eye contact |  | / 3         |
| Rate of delivery  |  | / 3         |
| Proper stance, audible, correct pronunciation & enunciation   |  | / 3         |
|   |  |             |
| <b>Score</b>  |  | <b>/ 24</b> |



#### **4. Salutations and Introductions.**

A common mistake amongst competitors is to over-memorize their salutations, thus making mistakes in time or addressing the MC on the day of competition. This means that if your competition takes place in the morning, it is a glaring error to start by saying "Good evening." Also, if your MC is a male, you will not make a good impression by addressing him as "Madam Chair".

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, you should NOT introduce yourself in the course of your speech. Do not say "I am Flight Corporal John Doe, of xxx Squadron in Anytown", and since the MC has told the audience your topic, it is unnecessary to say "I will be speaking to you on the topic of how to do CPR".