

# Student Learning Plan

## Unit 3: Foundations for Success

### Becoming a Better Speaker [U3C6L3]



#### What you will accomplish in this lesson:

Present a speech for a specific purpose



#### Why this lesson is important:

Have you ever been asked to speak in front of your class, at a family gathering, at a club group, or some other public function? If you have already experienced these situations, you know that being nervous can be the hardest hurdle to overcome. Although fear of speaking is common, one of the most admired qualities in others is their ability to speak in front of a group. In this learning plan, you will use strategies to reduce your nervousness and improve your speaking skills.



#### What you will learn in this lesson:

- Identify ways to improve speaking skills
- Develop a plan a plan to improve speaking ability by avoiding common mistakes
- Develop coping strategies for stressful speaking situations
- Define key words: constructive criticism, coping strategy



#### You will have successfully met this lesson's purpose:

- by presenting a speech for a specific purpose and a reflection paragraph about the speech
- when your vocal qualities are clear and pleasant
- when you connect with your audience
- when you appear confident
- when you use visual aids appropriately to support the speech without distraction
- when your reflection paragraph includes what you did well in your speech and what you would like to improve



#### Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

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#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about different types of speaking situations. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. CREATE a Tree Map or T-Chart that lists at least five speaking situations that make you nervous and at least five speaking situations where you comfortable. WRITE one statement for each situation to describe why you are or are not nervous and one coping strategy for each situation.
3. SHARE your list with the class to CREATE a class Tree Map.
4. REFLECT on any patterns you see with respect to speaking situations that tend to cause nervousness. ANSWER the reflection questions presented by your instructor.



### GATHER PHASE: So, what else do you need to know or learn?

- \_\_\_\_\_1. CREATE a Circle Map to list mistakes a speaker can make while making a presentation. PRESENT findings to the class.
- \_\_\_\_\_2. CREATE a Multi-Flow Map to PREDICT what might happen when speaking mistakes occur.
- \_\_\_\_\_3. LISTEN TO a briefing about public speaking. READ the Becoming a Better Speaker section of your student text.
- \_\_\_\_\_4. REFLECT on coping methods that could be used to counter mistakes speakers can make. ANSWER the reflection questions presented by your instructor.

### PROCESS PHASE: Now what can you do with this new information you've learned? ...



- \_\_\_\_\_1. DRAMATIZE Exercise #1: The Worst Speech Ever to the class.
- \_\_\_\_\_2. LIST examples of mistakes made during the speech. DISCUSS ways to improve the speech and presentation.
- \_\_\_\_\_3. IMPROVE the effectiveness of a speech by editing the speech script using Exercise #1: The Worst Speech Ever. PLAN improvements for the delivery and PRESENT the improved speech to the class.
- \_\_\_\_\_4. REFLECT on what improvements were most effective. ANSWER the reflection question presented by your instructor.



### Assessment Activities:

### APPLY PHASE: What else can you do with what you've learned today?



- \_\_\_\_\_1. PREPARE to present your speech that was written in Lesson 2: Creating Better Speeches. REVIEW guidelines presented in this lesson and in the student text. SELF-ASSESS and ask another Cadet to PEER-ASSESS your speaking using the Becoming a Better Speaker Scoring Guide.
- \_\_\_\_\_2. COMPLETE the Becoming a Better Speaker Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_3. REVIEW the key words of this lesson.
- \_\_\_\_\_4. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.