

AIR CADET LEAGUE OF CANADA



NATIONAL EFFECTIVE SPEAKING HANDBOOK

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PART ONE -- INTRODUCTION

INTRODUCTION TO THE EFFECTIVE SPEAKING PROGRAM

Aims

1. To provide an opportunity for Air Cadets to increase their self confidence; and increase their ability to reason, organize and express ideas;
2. To promote the citizenship component of local squadron training;
3. 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;
4. To increase public awareness regarding the citizenship and leadership aspects of the Air Cadet program at the national, provincial and local levels.

Implementation

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

While most of this handbook focuses on the organization and rules of competition, because it is necessary for competitions to be run smoothly and fairly, it is also important to present a program at the squadron level that accomplishes the aims of the program and also prepares the Cadets for the competitions.

Resources

In addition to this handbook, some resources are:

Human Resources

1. Resources at Squadron level
 - (a) Parents in your Squadron who have experience in public speaking (for example, through their jobs, or being members of Toastmasters, etc.).
 - (b) Consider providing a joint program with neighbouring Squadrons.
 - (c) Create an effective speaking committee – the more helpers, the lighter the workload.

2. Resources within the Community
 - (a) Friends or relatives of the parents in your Squadron who have experience in public speaking and might be willing to help.
 - (b) Other members of your community who might be willing to help – preachers, priests and ministers; school teachers and principals or college professors; lawyers and judges; mayor, city councillors, MLA or other politicians; TV or radio personalities; etc.
 - (c) Local Toastmasters Club.
3. Resources at Wing/Regional or Provincial Level
 - (a) League Rep may have suggestions
 - (b) Where available, Provincial ES coordinator
4. On-line resources
 - (a) National Air Cadet League website. (www.aircadetleague.com)
 - (b) Provincial Committee website. (national website has links to all provincial sites)
 - (c) TED talks. (www.ted.com)
 - (d) Google or other search engine – will get you to numerous sites with helpful hints for prepared or impromptu speeches.

SQUADRON EFFECTIVE SPEAKING COORDINATOR

The squadron effective speaking coordinator is the person responsible for organizing the program. This may mean presenting the program to the Cadets, or it may mean recruiting another volunteer to train/teach the Cadets. The coordinator should also have a committee to assist in organizing and running the squadron-level competition.

The squadron effective speaking coordinator is accountable to the Squadron Sponsoring Committee, and can call upon the SSC to assist in the running of the program or the competition. The squadron effective speaking coordinator is also accountable to the Provincial Effective Speaking Coordinator, to provide names of competitors moving up through the ranks of competition, and to provide any data on the program requested by the Provincial Coordinator.

The following suggested planning calendar will assist in the organization and preparation of the program, and will act as a checklist for tasks to be undertaken.

Planning Calendar

This is a suggested planning calendar only. It will assist in preparation and organization of the program, and will act as a checklist for tasks to be undertaken.

September

National Effective Committee Chair ensures that the most up-to-date Rules and Forms are available for Provincial Committees to distribute to squadrons.

Squadron ES Coordinator consults with Commanding Officer and Sponsoring Committee Chair, and set up coaching program. Recruit volunteers, recruit cadets into program. Formulate a budget and present it to the Sponsoring Committee for consideration. (Budget items might include snacks for Cadets at practice sessions, gifts for judges at competition, refreshments at competition, facility rental for practice sessions or competitions where necessary, contingency for assisting with travel costs of Cadets moving to next level of competition.)

October

Provincial Committees provide names of Provincial ES Coordinators to the national ACL office and the national ES Committee Chair.

Provincial Coordinators send information on Effective Speaking Competitions to all Region/Wing/Zone Coordinators, Sponsoring Committee Chairs and Squadron Commanding Officer.

November

Sponsoring Committee Chairs, Provincial Coordinators and Regional Coordinators, appoint committee members for competitions at the various levels.

Post circulars at Squadron Headquarters.

Study Organizers Guide and Rules for Competition. Choose dates for competition.

Review progress reports from Coordinators and Committee members. Begin planning promotion - assign someone to do publicity. Decide on materials and participation certificates needed.

Circulate advance publicity to the media.

Begin looking for timekeepers, tellers and judges plus alternates. Make comprehensive review of programs and dates of program.

Review number of participants, schedule preliminary competition if more competitors are entered. Ideally, for the sake of the judges, limit speeches to no more than 10 competitors.

Plan layout and organization of competition night.

Have judges, timekeepers, tellers and alternates confirmed.

January 1-15

Make final preparations.

Review all plans - double check everything.

Review time and date of competition(s) - recruit assistance if necessary. Conduct preliminary competitions, if needed.

January 16 - February 28

Conduct local Competitions.

March 1 - March 31

Conduct Regional Competitions.

April 1 - April 30

Conduct Provincial Competitions.

May 1

Advise National Coordinator of Regional Champion.

Don't forget to circulate news releases on winners.

PART TWO -- THE COMPETITION

THE EFFECTIVE SPEAKING COMPETITION

Effective Speaking Committee

Every level of competition needs an Effective Speaking Committee (or coordinator), which has authority over the competition. This Committee/Coordinator is responsible to the Provincial Coordinator, who is responsible for the provincial competition.

The Committee has these duties:

1. Selecting someone to host the event.
2. Selecting and briefing the Master of Ceremonies for the competition.
3. Selecting appropriate judges for the competition in accordance with the regulations. Judges could be Toastmasters, schoolteachers or principals, journalists, civil servants, policemen or any other members of the community.
4. Informing judges and evaluator in advance about:
 - (a) the Air Cadet program,
 - (b) the competition procedure,
 - (c) the importance of constructive comments, and
 - (d) how to score marking and evaluator sheets.
5. Obtaining facilities and having them available at least half an hour before the competition.
6. Obtaining a P.A. system, podium, time cards or timing devices, stopwatches, and any recognition of speakers and judges (such as gifts, certificates, medals, and so on).
7. Providing extra score marking sheets and extra evaluation sheets.
8. Preparing the impromptu topic in collaboration with the judges. The impromptu topic should be based on knowledge available to all the contestants regardless of age or experience.
9. Meeting with contestants briefly before the competition to clarify procedures, answer questions, and proceed with the draw to determine the order the speaker will participate.
10. Putting contestants' speaking number and topics on the score marking sheet in the order that they will speak.
11. Selecting, briefing and supervising timekeeper(s) and teller.
12. Breaking ties resulting from the competition by having the judges agree on a winner. Tied competitors should not be subjected to a second impromptu speech.
13. Selecting a Resolution Panel (e.g., Competition Coordinator, Chief Judge, etc.) to rule on disqualifications such as infractions as not presenting an original speech and penalties for using visual aids and gimmicks, etc. Disqualified contestants will not be eligible to receive an award. Any award will be forfeited to the next deserving contestant.
14. Destroying the judges', timer's and teller's marking sheets after the competition. No one is allowed to see these sheets.
15. Preparing and distributing news releases.

Organizer's Guide

Set Dates

Be sure to set provincial, then regional, then local level competitions, setting each date at least one month previous to the next level competition. Ideally, this should be done by December to make sure dates are recorded on everyone's calendar.

Decide Location

Ideally, the squadron level competition should be held at the lhq. For other levels, and if the squadron competition cannot be at the lhq, the location of the competition should be central to the area. The facility should be suitable for speakers and anticipated audience. Be sure there are rooms available for sequestering competitors, and for preparing impromptu speeches. In addition to the large competition room, at least two smaller rooms are needed for holding Cadets prior to their impromptu speech and for individual preparation of the impromptu speech. A third small room may be necessary if competitors choose to be sequestered after their impromptu speeches

Book Facility

1. Book with the appropriate person.
2. Determine all details of payment (cost, to whom, when, method of payment). Be sure payment is available at the right time (cheque signed, etc.) Send a confirmation letter.
3. Determine who will open/close facility, handle keys, etc.
4. Obtain a P.A. system (if appropriate for venue) and podium.

Select Judges

1. Use the criteria of knowledge, attitude, appropriate experience, interest in youth, willingness, and ability.
2. Select higher level competition judges first (i.e. provincial, then regional, the local). Appendix A contains a template of a letter of invitation.

Inform Your Judges

1. The purpose of the competition
2. The level of competition
3. What you expect of judges – scoring, comments (written and oral), conduct and dress.
4. Send examples of forms to be used, with explanations
5. Send a list of competition rules, with emphasis on those you feel most important for the judges
6. Specific details (date, time, place)
7. The scoring and teller system

Encourage all judges, to attend a Judges' Seminar.

Inform Other Constituents

Squadron Officers, Sponsoring Committee and Provincial Committee members and parents should be provided with details of the competition (time, date, place, level, judges, etc.).

Promotion

1. Be sure speakers know to whom, and by when, they are to provide speech titles.
2. Contact local radio and television station(s) with details of the competition (you might even be able to arrange for someone from the station to attend and tape a report for airing, or act as judge, M.C., etc.).
3. Write a brief news release and provide this to newspapers 2-3 weeks in advance of the competition.
4. Be sure to ask newspapers if a reporter/photographer can attend. If not, be prepared to take a few pictures and send in a short follow-up release.

Sponsors

1. Ask sponsors if they are interested in sponsoring part of the Effective Speaking Competition. Do this **4-6 weeks ahead** of the date, to allow them time to respond.
2. Know in advance **exactly** what kind of support (dollars, materials, people, etc.) you wish.
3. Invite sponsors or representatives to attend the competition - and recognize them when they do attend.

Recruit Officials and Helpers

1. Chairperson / MC

Provide chairperson with a copy of "Rules for Competition" well in advance.

Chairperson possibilities: Sponsoring Body President, Junior Officers, Senior Officers, ex-Cadets, media representatives.

The Responsibilities of the Chairperson/MC are:

- Keep speakers as relaxed as possible.
- Determine from each speaker, before the competition starts, whether she/he wishes to use the podium or P.A. During the competition move this equipment as requested by each speaker.
- Determine from each speaker, before competition starts, whether he/she wishes to be sequestered before speaking. Inform helpers who will ensure speakers are ready at their turn.
- Determine before competition if speakers wish to use timing lights, time cards or nothing, and inform time-keeper
- Inform and guide the audience through the program.
- Introduce officials, guests, judges, sponsors, etc., noting any special seating arrangements.
- Call upon each speaker by the pre-determined speaking order, e.g. Speaker A, Speaker B, etc.
- Watch the Judges to see if they need assistance, more time, etc.
- Announce results, present awards, thank you(s), etc. (or call upon designated official to perform these duties
- Be responsible for maintaining a smooth, comfortable pace for the program.
- Following the competition, introduce the judges, timers, etc. and ask the Cadets to introduce themselves and to indicate why they selected the topic they did.

2. Timer(s)

- Provide each timer with an accurate stopwatch.
- Explain to timer(s) the competition order, procedure, duties etc.
- Inform timer(s) of what to do with Timer Marking Sheet.

3. Teller(s)

- Explain to teller(s) the duties, which are to calculate placing from the judges' ranking, either manually, or by using the electronic scoring tool, and then to inform the chairperson/MC of the results.
- Inform teller(s) about what to do with Timer Marking Sheet.
- Inform teller(s) about what to do with Judges' Marking Sheets and Teller Scoring Sheet.

4. Set-Up Crew

- Find several people to set-up tables, chairs, P.A. system, etc.
- Arrange for a key to be available.

5. Clean-Up Crew**6. Refreshments**

- Be sure to arrange exactly who is responsible for buying or bringing juice, coffee, food, etc.

Forms and Paperwork

1. Arrange for someone to print or type the speakers' numbers, speech titles, Scoring Marking Sheets, Evaluation Sheets, Timer Marking Sheets and Teller Scoring Marking Sheet in the order in which they will speak, and in the same order on all the these sheets, if manual scoring is to be used. Otherwise, make sure the electronic scoring tool has been set up in preparation for each competition, and make sure the Teller are familiar with its use.
2. Arrange appropriate packages of Scoring Marking Sheets, Evaluation Sheets and notepaper for each Judge, Timer and Teller.
3. Have extra copies of ACC54, marking sheets, evaluation sheets blank certificates and other paperwork on hand.

Printed Program

1. Arrange for someone to write, prepare, and copy the programs for the competition, if any.
2. Programs should include all items to occur during the competition: welcome, introductions, list of officials, list of speakers/speeches, presentations, comments, list of sponsors, etc.
3. Order of speaking should be determined in advance. A random draw of numbers for speaking order is often the fairest method. There should be two distinct phases to the competition: the prepared speeches are delivered first, followed by the impromptu speeches.

Hospitality

Arrange for people to: greet guests, direct officials to organizers for consultation, direct speakers to chairperson for consultation, pass out programs, handle name tags (if any), direct attention to refreshments.

Impromptus

1. Arrange for one or two people to sit at a separate table to handle impromptu topic cards, etc. for speakers.
Duties will include:
 - taking the competitors one at a time, in the pre-determined order, to the location where they will prepare their speeches.
 - providing them with the topic (each competitor speaks on the same topic chosen by the competition coordinator).
 - allowing each speaker three minutes after being given the topic to prepare ideas and/or notes on that topic. (A second timer with a stopwatch can be used here). Pencils and spare blank cards should be available to the speakers.

Recognition of Judges and Other Officials

Say "thank you"; an inexpensive gift is optional, but appreciated. The gift may be presented by a Cadet.

Remember

The Cadets are already benefiting from the training in a life-long skill. Expensive or elaborate awards are not required or recommended. Certificates of participation are a suitable recognition. (At the Wing/Region/Zone and higher level competitions, Cadets are presented with a pin to wear on their uniforms. First, second and third place are recognized by the awarding of Gold, Silver and Bronze Medals. The pins and medals are the responsibility of the provincial or national effective speaking committees.)

Organizers

Hopefully the participants and/or their parents will thank you! After all, you are doing this for the benefit of Air Cadets.

Sponsors

A "thank you" Certificate goes a long way.

After the Competition

1. Be sure winning speakers know the time, date and place of the next level and who to contact regarding that Competition.
2. Remember your post-competition publicity in the media.

NOTE: In order to ensure uniformity and avoid controversy, each Effective Speaking Provincial Committee that hosts the National Competition must work in very close association with the National Effective Speaking Chairperson. The Chairperson must ensure that the program follows the National rules and that precautions are taken to avoid complaints, problems, etc.

Important preparation for Competitions

1. Make sure **whoever is teaching the lessons** knows the rules and requirements of the Air Cadet effective speaking program.
2. Make sure **the Cadets** know the rules and requirements of the Air Cadet effective speaking program.
3. Make sure paperwork is filled out correctly and on time. (e.g. Cadet application form ACC54 requires 4 signatures: Cadet, Parent, CO and SSC Chair.)
4. Make sure **Judges** know the rules and requirements for marking.

OFFICIAL RULES

Rules determine the intent and spirit of the competition. Regulations and Procedure, described below, explain how to apply the rules. When a situation arises that is not explicitly described in the Regulations and Procedure, then the organizer of the competition (the coordinator, chairman or committee) will make a decision that is compliant with the intent of the rules. The organizers' decisions are final.

The Competition

1. The Effective Speaking competition is held annually. The competition takes place at the Local, Regional, Provincial and National levels. The winner of each level becomes one of the contestants at the next level. If the winner cannot attend the competition at the next level, the runner-up can substitute.
2. The country has been broken down into the eleven (11) Provincial Committee jurisdictions. Each Provincial Committee will subdivide its responsible area into regions. The winners in each of the squadrons within a region will meet for the regional competition. The winners of the regional competitions will then go into a provincial final competition. The winners of the provincial competition will meet at the National Competition.
3. Local, regional and provincial competitions should be completed before April 30th of the current training year and the eleven (11) provincial champions should be made known to League Headquarters no later than May 1st of that same year.
4. Squadron Sponsoring Committees have the option of sponsoring a local Effective Speaking competition for Air Cadets. The local Effective Speaking competition committee is responsible for all phases of the competition at the squadron level. All local competitions must be conducted by members of the Sponsoring Committee, in cooperation with the CIC personnel. The winners of the local competitions will be eligible to compete in their regional competition. At the discretion of the Provincial Committee, each squadron may send one or more contestants to compete in the regional or provincial competition. If it is the case, the Provincial Coordinator must publish a directive about multiple participants to prevent any misunderstanding.
5. Regional and/or Provincial Coordinators – working with the Provincial Committees of the League – conduct regional competitions. Regional competitions will be held at times and places determined by the Coordinator. The Chairman of the regional competitions committee will be determined by the Provincial Coordinators and supervised by them. All regional competitions must comply with the official rules and the regional winners shall be eligible to compete at their provincial competition.
6. The Provincial Coordinator conducts provincial competitions. The Provincial Effective Speaking Coordinator, working with the Provincial Committee, shall determine the date and place of the provincial competition. All provincial competitions must comply with the official rules and only the provincial winners shall be eligible to compete at the national competition.
7. National competitions are conducted by the National Effective Speaking Committee and will be held during the week of the Annual General Meeting (AGM), at the meeting location.
8. In the event that a winner in a local or regional competition cannot compete in a subsequent competition for any reason, the runner-up may be declared an alternate contestant.

Eligibility

9. Open to all Air Cadets who have not aged out up to and including the day of return to unit from the National Effective Speaking Competition.
10. The National Winner will not be eligible to compete again.

General Rules

11. All levels of the Effective Speaking Competition must be organized in its entirety by an Air Cadet League Committee.
12. The transportation of a contestant to a regional and/or provincial competition and the maintenance of the contestant at the competition site shall be the financial responsibility of the Squadron Sponsoring Committee. The supervision of this candidate shall be the responsibility of the DND.
13. Transportation of a contestant to the national competition shall be the financial responsibility of the contestant's Provincial Committee. Maintenance of the contestant at the competition will be the financial responsibility of the Host Provincial Committee. The supervision of the Cadets when at the competition will be the responsibility of the DND.
14. The presence or consumption of alcohol is prohibited at all levels of the Effective Speaking competition.

Competition Rules

15. All contestants must receive a copy of the official rules, and be instructed to thoroughly familiarize themselves with these rules.
16. The competition is based on two speeches by each contestant: a prepared speech and an impromptu speech. The contestants will be ranked based on the total scores of both speeches.
17. The National Effective Speaking committee will suggest topics for the prepared speech. These topics will be approved by the Board of Governors and then be published in Effective Speaking documentation and posted on the Air Cadet League of Canada National web site.
18. All contestants must speak and be ranked at each level (local, regional, provincial, etc.) before progressing to the next level of competition.
19. Each contestant shall prepare his/her own original oration. Information may be quoted in a speech as long as the resource is acknowledged within the speech. The contestants may receive advice in its preparation; however, they may make changes or improvements in the oration at any time during the competition.
20. Each contestant shall have a three minute preparation time to prepare, individually and without assistance, his/her impromptu speech just before speaking.
21. No visual aids, props, gimmicks or the assistance of persons may be used by contestants. NOTE: A gimmick is any device/stunt or person used to attract attention, e.g. clothing/costume props, singing a song, using taped music in the background, leading a cheer or chant, etc. Quotations with proper acknowledgement are acceptable to use.
22. All contestants must have similar condition for their speeches, free of distractions, in order to offer a fair competition.

Judging and Timing

23. Each competition shall have three judges, one or two timekeeper(s) and one teller. It is also possible to have an evaluator to complete an Evaluation Sheet on each contestant's performance.
24. The timekeeper(s) shall be provided with a stopwatch or equivalent timing device.
25. Whenever possible, the judges and the evaluator for all Effective Speaking Contests should be non-Air Cadet League or CIC and shall not be acquainted with any of the contestants. They should be qualified and bilingual where necessary.
26. Judges, evaluator, timekeeper(s) and teller must use the official marking sheets furnished by the Air Cadet League.
27. During the competition the judges, evaluator, timekeeper and teller shall each be in different locations within the room. However, if two timekeepers are on duty, they should sit together.
28. Each judge shall render his evaluation on all contestants without consultation with other judges or any other person. Each judge, timekeeper and teller must sign his/her official marking sheet.
29. If an evaluator is present, he/she should review the comments on the contestants' performance with the judges before presenting them to the contestant at the end of the competition.
30. The result of a judge's decision shall be kept confidential; no one shall attempt to discuss a contestant's score with the judge. The organizing committee should provide opportunities for the contestants, after the competition, to consult with the judges or the evaluator for feedback in order to improve upon their public speaking skills.
31. The judges' and the timekeeper's marking sheets will be handed to the teller for compilation. The teller will apply any time penalty to the contestant's score on every judge's sheets and tabulate the results on the Official Competition Marking Sheet. From this form, the competition winner will be determined.
32. If the teller uses an automated spreadsheet, then each judge and timekeeper must validate the scores and time faults on the spreadsheet before the winner is announced in order to identify and correct any data entry errors.
33. In all local, regional, provincial and national competitions, only the first, second and third place winners shall be determined and announced.
34. Evaluation sheets will be provided to each contestant.

Awards

35. Awards and presentations for speakers will vary. Recipients will be given details from the event organizers. This chart provides details of usual practices:

Level	Recognition	To which Competitors	Provided by
Squadron	1. Optional - Certificate of Participation 2. Optional - medal	1. All 2. First, second, third place	Squadron Sponsoring Committee
Wing/Zone	1. Optional - Certificate of Participation 2. Bronze Pin for Uniform 3. Optional - Gold, Silver, Bronze Medal 4. Optional - gift	1. All 2. All 3. First, second, third place 4. All	Provincial Committee
Provincial	1. Optional - Certificate of Participation 2. Silver Pin for Uniform 3. Gold, Silver Bronze Medal 4. Optional - gift	1. All 2. All 3. First, second, third place 4. All	Provincial Committee, except for medals, which are provided by National Office
National	1. Certificate of Participation 2. Gold Pin for Uniform 3. Gold, Silver Bronze Medal 4. Gift	1. All 2. All 3. First, second, third place 4. All	National Office

36. Certificates acknowledging the individual Air Cadet's participation in local and regional competitions are also available from Air Cadet League Headquarters.

The Contestant Responsibilities

37. Contestants have responsibilities which include:
- Selecting a topic from the official list of topics.
 - Finding out details about levels of competition in which she/he will be a participant (date, where, etc.) and becoming aware of the rules.
 - Preparing their own speeches. Speeches are to be the ORIGINAL WORK OF THE CONTESTANT. Contestants must use proper quotes and credit authors and source of material if referring to another person's work.
 - Improving their speeches after each presentation. Speakers are allowed to write a completely different speech for each level of competition.
 - Speaking in either English or French or combination of both and continue to speak in the chosen language throughout all levels of the competition. As per the application form, contestants must advise the Coordinator at the first level of competition of their language of choice, at least four (4) weeks prior to the competition. However, this should not prevent a speaker from including common expressions or proper names of places, events, things or persons in the other language if appropriate.
 - Arriving early at the competition.

Competition Flow

38. Before the competition starts, the contestants should be in a private room where they can be briefed and relax.
39. The Competition Coordinator must explain these points to the contestants:
- How the competition will be held, the sequence of events.
 - Location of facilities and identification of volunteer staff.
 - Details on the system used (time cards and/or lights) to inform the contestant on the remaining time for their speeches. The coordinator must make a note of which contestants decide NOT to have this system, and inform the timekeeper.
 - How the P.A. system works. The coordinator must make a note of which contestants decide to use it if it is not required (for recording or in very large room).

40. The Competition Coordinator runs a random draw to establish the order the contestants will perform their prepared speech. The impromptu speech will be in the reverse order, i.e. the last contestant for the prepared speech will be the first contestant for the impromptu speech.
41. No spectator may enter or leave the audience while a contestant is speaking and no one, including press photographers, shall photograph a contestant during the presentation. Ask spectators to turn off their cell phones, pagers and watch alarms. The audience must be alerted to these rules before the competition begins, and at various intervals, by the Master of Ceremonies. A person should be appointed to enforce these rules.
42. Allow for the use of one video camera at provincial and national finals, to be operated under the supervision of the Effective Speaking Committee, provided the camera remains stationary and existing room light is used, and the camera is placed sufficiently far from the speaker so as not to obstruct the vision of the speaker and the audience. Contestants shall have the option of having the camera off during their own presentation. (The same rule on videotaping with appropriate modifications should apply at all local and regional competitions).
43. Judges and/or evaluators will be allowed approximately two minutes to mark their scores and to write their comments following each speech.
44. An interval of no more than three minutes shall be allowed between contestants.
45. Before the start of each competition, the contestants will make an individual choice whether or not to be sequestered before or after the prepared speeches, and will also make the choice of whether or not to be sequestered after they have given their own impromptu speech.
46. For impromptu speeches, the topic will be selected by the Competition Coordinator with the help of the judges. All contestants will give the same impromptu speech. All contestants will be sequestered away from the speaking area until it is their time to speak. One at a time, each contestant will be isolated to be given the topic, and given three minutes to put his/her thoughts together before speaking.

Timing

47. The allotted times for speeches are:
 - a. Prepared: Not less than five (5) minutes or more than six (6) minutes
 - b. Impromptu: Not less than two (2) minutes or more than three (3) minutes
48. Speeches are to be timed from the first word spoken from the contestant, which includes the greeting or salutation. Should the contestant be unable to complete their prepared or impromptu speech, it will be marked up to the point that the Cadet stops their speech. The Cadet, at the discretion of the Chairperson, may be allowed to re-present their speech later in the competition. The second presentation will not be scored.
49. A timekeeper using time cards is to indicate the amount of time remaining in a speech as follows:
 - a. Prepared Speech:
 - i. 1 minute, after five (5) minutes into the speech;
 - ii. 30 seconds, after five (5) minutes thirty (30) seconds into the speech; and
 - iii. Time Elapsed, after six (6) minutes into the speech.
 - b. Impromptu Speech:
 - i. 1 minute, after two (2) minutes into the speech;

- ii. 30 seconds, after two (2) minutes thirty (30) seconds into the speech; and
 - iii. Time Elapsed, after three (3) minutes into the speech.
50. The timekeeper should sit in the centre of the first row, and be easily visible by the speaker, even if a podium is used. The timekeeper is to hold the time card in front of his/her chest for thirty (30) seconds only and is to remain seated. This is to minimize any distraction to the speaker.
51. A light system (green, amber and red) can be used instead of the time card if such light system is available.
52. If timing lights are used they must be clearly visible to the speaker but not obvious to the audience and be used as follows:
- a. Prepared Speech
 - i. A green light will be displayed at five (5) minutes and remain displayed for thirty (30) seconds.
 - ii. An amber light will be displayed at five (5) minutes and thirty (30) seconds and remain displayed for thirty (30) seconds.
 - iii. A red light will be displayed at six (6) minutes and remain on until the conclusion of the speech.
 - b. Impromptu Speech:
 - i. A green light will be displayed at two (2) minutes and remain displayed for thirty (30) seconds.
 - ii. An amber light will be displayed at two (2) minutes and thirty (30) seconds and remain displayed for thirty (30) seconds.
 - iii. A red light will be displayed at three (3) minutes and remain on until the conclusion of the speech.
53. Before the competition, the time card and/or light system must be explained to the contestants. A contestant may elect NOT to use such time cards and/or lights.

Time faults

54. Prepared speeches: 1 (one) point to be deducted from the raw score for every portion of 5 (five) seconds over or under the allowable time limit, to a maximum penalty of 7 (seven) points. Examples of penalties on the duration of prepared speeches:

Duration	Penalty
4 min 25 sec	7 points
4 min 30 sec	6 points
4 min 35 sec	5 points
4 min 40 sec	4 points
4 min 45 sec	3 points
4 min 50 sec	2 points
4 min 55 sec	1 point
5 min 00 sec	0 points
6 min 00 sec	0 points

6 min 05 sec	1 point
6 min 10 sec	2 points
6 min 15 sec	3 points
6 min 20 sec	4 points
6 min 25 sec	5 points
6 min 30 sec	6 points
6 min 35 sec	7 points

55. Impromptu speeches: 1 (one) point to be deducted from the raw score for every portion of 5 (five) seconds over or under the allowable time limit, to a maximum penalty of 3 (three) points. Examples of penalty on impromptu speeches duration:

Duration	Penalty
1 min 45 sec	3 points
1 min 50 sec	2 points
1 min 55 sec	1 point
2 min 00 sec	0 points
3 min 00 sec	0 points
3 min 05 sec	1 point
3 min 10 sec	2 points
3 min 15 sec	3 points

56. Time faults must be deducted by the teller on each judge's score before speakers are ranked.

Tellers

57. Tellers receive the score marking sheets from each judge and from the timekeeper(s), total these scores, and put the scores in order.
58. If a tie ensues between two or more competitors, the tie is to be broken by the judges.

Judging

59. Judges should not evaluate the same contestants twice in the same training year.
60. Judges and evaluator are encouraged to put emphasis on the educational value of the experience, so that "winning" does not appear to be the sole purpose of involvement.
61. One of the Judges is asked to make verbal comments to the assembly in the name of all judges.

Disqualification Criteria

62. Each Effective Speaking Committee should establish a Resolution Panel to rule on penalties and/or disqualifications.

63. A cadet should not be disqualified from a competition for lateness, unless he or she arrives after the last prepared speech has begun.
64. The use of electronic communication devices by cadets is not permitted during the competition.
65. Any violation of the Rules and Regulations will result in penalization or disqualification from the competition as decided by the resolution panel as per Rule 62.

INFORMATION FOR JUDGES

Philosophy

Effective speaking is an experience in individual development. The speaker's own growth, measured against his or her own previous experience and accomplishments, is the most important feature of the competition.

The development of strong communication skills in individual members is the primary objective. Confident, responsible, self-expression is a goal of the speaking competition.

Content is as important, or more so, than delivery. A super delivery of "nothing" is still "nothing", and like any citizen, Air Cadets have the right to criticize any situation or segment of society. However, the League expects them to (a) document and support criticism and (b) suggest a solution or a better alternative.

Salutations

There is no required form or length of salutation. Each speaker is expected to greet his/her listeners in some form. Salutations may vary from "Ladies and Gentlemen" to "Ladies and Gentlemen, Judges, guests, fellow Air Cadets", etc. Mentioning judges in the salutation is optional. Salutations need not be the very first words spoken. If a speech starts with a question, challenge or stage-setting scenario, the salutation may more effectively occur after the first few sentences. Judges should certainly take the opportunity in their comments to indicate their opinion of whether or not the strategy was effective.

Speech Endings

Speakers should not end a speech with a **thank you**. They should think of a speech as a gift. The giver of a gift does not thank the recipient.

The Speech

Speech topics have been provided. No speech type is better than another. Cadets are expected to do the best job they can with the speech type they select. Although some judges may have a personal preference for a particular speech type, we ask that they evaluate the speech given by the standards and requirements for its type (informative, persuasive, entertaining).

Why Effective Speaking

Think about the goals of the public speaking program. Air Cadets are aiming to be more valuable members of society. They are learning to organize and present ideas, opinions, and information in a logical, persuasive manner. They are building confidence in self-expression. They are taking responsibility for the most important skill of adult life -- communication. Judging their efforts provides valuable guidance to these young speakers. Judging comments reinforce and reward their efforts. An unbiased observer can zero in on strengths and weaknesses and pinpoint areas needing attention. Judging speeds growth and development by presenting a clear, honest reflection to the speaker.

Judges' Roles and Responsibilities

- To encourage and aid the speaker's development;
- To mirror back to the speakers their presentation, with constructive comments and reinforcement;
- To assign scores using the score sheet;
- To emphasize content over delivery;
- To rank all the speakers, breaking their own ties;
- To complete a comments sheet for each speaker and to briefly explain those comments to the speaker, if requested, and
- To be called upon to give general comments to the speakers.

Scoring

Each speaker gives one prepared speech for a possible score of 76 points and an impromptu speech for a possible score of 24 points, with an overall possible total of 100 points. A standardized score sheet is provided. (Note: if the electronic scoring tool is used, the weightings will be calculated automatically). Scoring is allotted as follows:

Prepared Speeches (total 76 points) Introduction (8 points)

- effective and appropriate
- relevant to topic
- aroused curiosity and interest in topic

Content and Organization (30 points)

- information complete and logically presented
- overall understanding of topic evidenced by research
- conveyed subject effectively to audience
- kept to central topic
- speech developed with originality
- correct grammar, phrasing, sentence structure and use of words

Informative: Did the speaker show evidence of varied sources of up to date material?

Persuasive: Did the speaker state an issue, illustrate an area of concern, suggest a solution, give logic and reasons for these solutions (use facts) and seek out audience support for the solution given or challenge the audience?

Entertaining: Did the speaker use a variety of humour in a light manner? Did you enjoy it?

Delivery and Style (30 points)

- captured and held
- spoke directly to audience with enthusiasm, confidence and eye contact, smiles, gestures and facial expressions suitably employed proper stance, pronunciation and enunciation quality and carry power of voice, effective and pleasing use of pitch, tempo, pauses
- rate of delivery

Conclusion (8 points)

- effective summary used left audience with an appreciation of topic
- ,seemed to enjoy speaking on the topic

Impromptu Speeches (total 24 points) Introduction (3 points)

- relevant to topic captures
- interest and attention

Content and Organization (9 points)

- appearance, voice, gestures, stance
- enthusiasm and confidence
- effective rate of delivery (does not drag or zip by)

Delivery and Style (9 points)

- enthusiasm, confidence
- tries to reach audience
- effective rate of delivery
- uses gestures effectively, naturally

Conclusion

- a brief summary
- left audience with an appreciation of topic

PART THREE – RESOURCES FOR TRAINING

GUIDE FOR SPEECH

The following guide to speech will break speech into elements which will be developed as follows:

Content – Types of speeches

Organization – How should a speech be structured

Mechanics – Physical mannerisms associated with speech

Style – The speakers impact as a product of humour, spontaneity, language, originality and poise

Good Speech – Breathing, posture, neck muscles, lower jaw, lips and tongue exercises.

Content

Speakers generally have a number of purposes:

1. To inform - by imparting a body of knowledge.
2. To persuade - by trying to convince the audience that the speaker's advocacy is desirable.
3. To entertain - by pleasing and amusing the audience.

1. The Speech to Inform

Careful preparation is essential - keep your purpose clearly in mind before you commence preparation. Have the needs and background of the audience in mind when you prepare and keep the explanation simple when you deliver the speech. Watch your audience carefully for a reaction. If people are not understanding -- and you can usually tell -- be prepared to slow down, rearrange, simplify, omit or repeat in order to achieve your objective of audience understanding.

Do not attempt to give too much information and avoid lengthy use of statistics or other data which are more suitably presented in written rather than oral form.

2. The Speech to Persuade

Research your material completely and find evidence, other than your own opinion, to support the points you are making. Rely on reason, logic, and evidence rather than emotion alone to persuade your audience. Find authorities - experts in the field you are discussing who support your point of view.

Your concern on all occasions should be "the truth". If you believe in a cause and want to persuade others to agree with you, avoid distortions, misquotations, evidence and quotations taken out of context or anything else which detracts from the honesty and sincerity with which the speech is to be delivered

3. The Speech to Entertain

Entertaining speeches require the same detail of preparation as others. One can be humorous and entertaining while still having a serious, worthwhile message. Humour used should be relevant and suited to the audience.

You can entertain just as well with a witty choice of words and style of presentation as with a joke. Wit can be used effectively in almost any kind of speech. Be careful with sarcasm; there is a fine line between sarcasm which is humorous and sarcasm which is insulting and/or condescending.

Remember! Determine your desired response before you begin.

When competing in a speech event, you should: choose a subject that suits you; choose a subject that suits your audience; choose a subject that suits the occasion; choose a subject that suits the time allowance.

Organization

Generally speaking there are three parts to every speech.

1. The Introduction
2. The Body
3. The Conclusion

Before proceeding, some consideration should be given to the issue of originality.

Beginner speakers are sometimes instructed that the three parts of a speech should be: tell them what you are going to tell them; tell them; then tell them what you told them.

The beginner speaker may find this "prescriptive" approach useful and it must be said that there are instances where this approach can work. There is, however, a danger of formal speech-making and lack of originality.

Speeches intended to entertain rarely follow this simplistic format. They become very boring if they do. In fact, most speeches that follow this format have an element of boredom because they are too predictable, but they can be very instructive, if that is the intention of the speaker.

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 qualification / 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 (giving the author credit);
- (e) Challenge your audience with a startling statement;
- (f) Amuse your audience; and
- (g) Some or all of the above.

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 which you should consider:

- (a) Logical or topical;
- (b) Chronological;
- (c) Spatial;
- (d) Classification;
- (e) Problem - Solution;
- (f) Cause - Effect; and
- (g) A Combination of any of the above.

The following descriptions are quoted from *Getting Started in Public Speaking*, by James Payne and Diana Prestice, National Textbook Company, 1985, Lincolnwood.

(a) Logical or Topical Order

Logical or topical organization is one of the most common patterns. It is especially useful for informative and entertainment speeches. This pattern is used when you have several ideas to present and one idea seems naturally to precede the other. A speech about the benefits of exercise would fit this category. You might include the following ideas in this order:

- (i) Physical benefits
 - Cardiovascular strength
 - Muscle tone
 - Weight loss

- (ii) Mental benefits
 - You are more alert
 - You feel better about yourself

Since we consider exercise to be for the body, it seems more logical to begin with the physical benefits of exercise. There is no reason, however, why you could not reverse 1 and 2, but they seem to fit more logically in the order presented.

(b) Chronological Order

Another word for chronological is time. The pattern of chronological order organizes by using time sequence as a framework. Two of the examples in "Picture This..." used a time sequence as the organizing principle. This type of pattern is useful in informative speeches or in persuasive speeches which require background information on a problem or issue. A speech on the history of baseball could use a chronological sequence. You would begin with the invention of the game and follow rule changes until the present day. Chronological order is also useful for a process or demonstration speech. Each of these speeches involves explanation of how to do something. In a process speech, you explain but actually do not show how to do what you are explaining. In a demonstration, you explain by showing. For the demonstration to make sense, you must follow the order in which things are done.

(c) Spatial Order

Spatial order involves physical space. If you were to describe your classroom, you might describe what is found in the front of the room, the back, the sides, and the center. Dividing material according to spaces in the room would use spatial order. Many television reporters use spatial order. The national weather report is usually given according to regions of the country. A weather reporter does not randomly skip from one city to another.

Spatial order is often used in informative speeches and, depending upon the topic, it is appropriate for entertainment speeches. Use this organizational pattern whenever physical space is involved. Section material by floors, parts of a room, geographical region, etc.

(d) Classification Order

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

(e) Problem-Solution Order

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

(f) Cause-Effect Order

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

3. The Conclusion

The conclusion should end the presentation 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.

A Basic Rule

You will have less difficulty if you observe three basic rules: **KNOW WHAT YOU ARE GOING TO SAY**, **KNOW WHAT YOU ARE GOING TO SAY**; and **KNOW WHAT YOU ARE GOING TO SAY**.

Mechanics

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.

1. Stance

Stand firmly on two feet - do not lean, slouch or tilt.

Avoid leaning on chairs, tables, etc.

Males - hands **out** of the pockets looks best.

Hands - best clasped in front of you, 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.

2. Appearance

Dress neatly. Appearance and dress can influence your audience no matter who is in attendance. All contestants will wear C-2 Standard Duty Dress with **no accoutrements** (i.e. lanyard, white belt, gaiters, etc.) to be worn. Wedge should be worn to the podium, then removed and placed on the podium for the duration of the speech.

3. Eye Contact

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

4. 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.

5. Pace of Speaking

Strive for a good rhythm. Avoid speaking too fast or too slow.

6. Pause

The finest speakers 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.

7. 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.

8. Gestures

Emphasis and expression with the hands is another technique found with all good speakers. However, speakers are advised to be judicious with the use of gestures. A few, careful, non-offensive gestures may enhance a speech provided they are purposeful and pertinent to the point the speaker is attempting to make. Overuse will simply detract from the speech.

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

9. Nervousness

Nervousness may be reduced or controlled by:

- Knowing what you are going to say. Thorough preparation reduces nervousness.
- Memorizing your opening words.

- Taking a few deep breaths before standing to speak.
 - Looking at your audience - avoiding their eyes causes nervousness buildup.
 - Knowing your audience in advance. Talking to them informally and socially if possible before you begin.
- Relaxing in the knowledge that every speaker is nervous.

10. Notes

Do not use cumbersome distracting sheets of paper, small cards are recommended.

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

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, likely the speech would be different. A large part of this difference would be style. Style includes such elements as:

1. 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.

2. Spontaneity

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

3. Suitability of Language

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

4. Originality

The treatment of the subject and the technique of presentation should be original (without being gimmicky).

5. Poise

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

Good Speech

Speaking is a bit like running; how you breathe makes a difference, and there are exercises which can improve your performance:

1. Diaphragmatic Breathing

Diaphragmatic breathing is probably the most important thing you can learn about using your voice. It will give you control and produce a buoyant, well supported sound. The diaphragm is the chief source of vocal motive power. It is the flat muscle that divides the chest cavity from the abdominal cavity. Muscles around the waist and under the ribs in the solar plexus area also play an important part.

2. Mechanics of Diaphragmatic Breathing

Place the palm of your hand on the muscles in the solar plexus area. (The area below your ribs, but above your stomach, where the muscles of your abdomen and diaphragm meet.) Take a deep, even breath. Feel bellows move outward. Blow air out in a smooth, even stream. As the hand moves inward, the diaphragm pushes up, and the stream of air moves out the top, smoothly and evenly. There should not be any movement in the upper chest.

Royal Canadian Air Cadets

Effective Speaking



Leader's Instruction Guide

Introduction

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

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

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

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

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

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

<http://aircadetleague.com/effective-speaking-program/>

or contact the BC Provincial Effective Speaking Coordinator, Ms Joan Irvine, at: joan.effective.speaking@shaw.ca, or (250)-808-8665

Getting Started

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

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

Classroom set up

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

First Lesson

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

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

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

Subsequent Lessons

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

Ideas for lessons

1. Use DVD of last year's competition
 - (a) let the Cadets critique randomly chosen speeches for both content and delivery.
 - (b) find good examples of style or content that the Cadets can use to improve their own speech or delivery.
2. Use the "guide for speech" in the Handbook to suggest topics of discussion or to provide information the Cadets need to write and deliver their speeches.
3. Give the Cadets the responsibility for the success of the program. At each practice session, have Cadets take on the following roles: timer, chair, critic, impromptu chair, etc. Also choose a senior NCO to keep in touch with the Cadets between sessions, remind them of their roles for next session (e.g. if they are to bring impromptu topics), notify them of any changes in schedule, etc.
4. Have a break with snacks halfway through each class.
5. Provide the topics for the prepared speeches as early as possible in the program, to give the Cadets as much time as possible to prepare for competition.
6. Teach the Cadets how to give constructive criticism (see section 3) and make sure the Cadets have the chance to provide commentary on each other's speeches. This teaches them how to listen carefully, how to give and take criticism, and how to improve their own speeches. Do not allow any kind of meanness or rudeness in their comments to each other. Make sure the group pays full attention to the Cadet who is speaking. No talking amongst themselves, etc. Remove all distractions (electronic or otherwise).
7. Lesson appended to this guidebook. You can adapt them in any way you like, to suit your style, your experience, your confidence, the Cadets, and any other particular circumstances of your program.
8. The assignments in the Cadet Workbook can be used in class, or left to each Cadet to use as preparation before class or reinforcement of lessons after class.
9. If a Cadet is having difficulty thinking of something to say, gently prompt by asking questions relevant to the speech topic, or which encourage lateral thinking.
10. It is good practice for the competition if your procedures mirror what would happen there. For example, introduce speakers in the same way, including handshakes, applaud after each speaker, etc.
11. Choosing the order in which Cadets speak:
In the practice sessions, be sure to mix up how the order of speaking is determined:
 - a. Around the circle: clockwise, then counter-clockwise
 - b. In order of rank: lowest to highest, then highest to lowest
 - c. Alphabetically: A to Z, then Z to A
 - d. Asking for volunteers
 - e. Randomly: name or number out of a hat.
 For the competition, the order should be entirely random.
12. Impromptu topics
If you are having trouble finding impromptu topics for your practice sessions, the internet is a good source. Just type "impromptu speech topics" into your search engine.
Thinking ahead to your squadron competition, save five or six impromptu topics that you will not use in the lessons, so that you can have something the Cadets have not had any chance to practise speaking about. (If a Cadet impromptu chair happens to use one of these topics, you can discard it for the competition and still have others left over.)

How to Give Constructive Criticism

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

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

Examples:

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

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

Effective Coaching

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

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

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

The Impromptu Speech

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

A few easy frameworks include:

1. **P.R.E.P. (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.
4. **Turn your impromptu session into a Q&A session.** In situations where you are asked to fill in when the schedule speaker is absent, it may not be wise to launch into a 45 minute impromptu speech. Even the most accomplished speakers are prone to meander in that situation. Instead, reframe the session as a Q&A session, which breaks it up into a series of very small impromptu speeches that are probably easier for you to answer individually. Plus, the content comes directly from the audience, so you are guaranteed to deliver what they are seeking.
5. **Use personal stories.** Storytelling is an essential skill for prepared speaking, but it is equally useful for impromptu speaking as well. Stories are emotional, real, and interesting. If you stick to personal stories, you'll find that it is much easier to speak (even without preparation) because the events happened to you.

Games and Exercises to Aid Impromptu Speech Training

1. **Goldilocks Trial**
Each person draws a slip of paper that indicates the role (prosecutor, defender, judge, witness, etc.) and the order in which they will speak. [Rest of class can be Jury.]
2. **Tag team**
The topic is given to a pair of Cadets. One Cadet starts. The Chair rings a bell part way through. The other Cadet continues on the same topic. When the Chair rings the bell again, they switch again.
3. **Debate**
This can be done in two formats:
 - (a) Cadets are paired, and they draw a topic. The first Cadet speaks in favour of the topic and the second Cadet opposes the topic. [little time to prepare]
 - (b) Everyone speaks on the same topic. Every other person speaks in favour, and the rest are opposed. [learning to work as a team]
4. **Continuing Story**
The topic master creates a cast of characters and starts the story in motion. Each person takes the story from where it was left and continues it. The only exception is the last person who must provide a conclusion.

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

It is also fun to make a sudden change in plot. This frustrates people who have pre-planned their segment. For example, "but instead of heading to the mountain to go skiing, Bob headed for the coast".
5. **The last noun.**
This required the speaker to exercise listening, thinking and speaking skills. Each speaker talks about the last noun in the speech of the speaker preceding him/her.
6. **Connect the Dots.**
Prepare a collection of word cards, each with a familiar noun on it. You'll need at least 100. For example: bird, wheelbarrow, hammer, cow, witch, moon, grass, hat, elephant, computer, book, vase, photo, candlestick, shoe, painting, mug, plane, eclipse, operation, halo, knife, eye, storm, girl, pillow, lid, thermometer, jungle, barn, wheel, thistle, steam, mud ...Put the word cards into box or non-see through bag. A player picks two cards and then must tell a story connecting the two words together convincingly. The story needn't be long, complicated or true. Once your class is comfortable with connecting two words, add to your word collection and increase the number of cards selected to three or even four.
7. **Just a minute.**
One person is "it" and has to talk for one minute (60 seconds) on a topic - lets say 'Chocolate' is the topic - without deviation, hesitation or repetition.
Deviation - e.g. "I like to get chocolate for my birthday ... this year I also got a train set and a watch."
You MUST stick to the topic!
Hesitation - "er..." or a long pause.
Repetition - e.g. "When you make chocolate it has to be melted and you make it smooth..."
Repetition of the word 'make'
The other members of the group may challenge at any time if they think the speaker has infringed any of the rules. If the challenge is upheld the challenger then takes over the topic and has to speak

for the remaining number of seconds left in the minute or until they are successfully challenged. The winner is the one speaking when the buzzer goes even if they have only been speaking for three seconds

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

The advantages of the game are:

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

Preparing for the Competition

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

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

Here are some things to keep in mind.

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

Sample Lesson Plans

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

A – This set combines more formal lessons on most aspects of effective speaking, with the practice time necessary for the Cadets to perfect their speeches. Most of the lessons are based on GUIDE FOR SPEECH, the first section of Part Three of this handbook (Resources for training).

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

Session I: Introduction to course and participants

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

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

Roles the Cadets can take

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

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

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

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

(e) Speakers: Must come prepared to give their long speech. If they have nothing prepared, they can be given a topic to speak on.

(f) Other roles can be assigned, for example, using the Toastmasters' models of "ah" counter, grammarian, inspiration, etc.

4. Lead a discussion on the difference between "public" speaking and "effective" speaking. Allow time for reflection, brainstorming, consensus. Make sure everyone has a chance to contribute.

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

Session II – Deciding on a topic and generating ideas

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

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

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

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

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

Session III – Components of an effective speech

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

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

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

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

Session IV – Speech to Inform

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

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

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

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

Session V – Speech to Persuade

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

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

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

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

Session VI – Speech to Entertain

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

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

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

Session VII – The Introduction

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

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

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

Session VIII - The Body (Part 1)

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

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

Logical or Topical Order

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

Chronological Order

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

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

Spatial Order

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

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

Session IX – The Body (Part 2)

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

Classification Order

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

Problem-Solution Order

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

Cause-Effect Order

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

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

Session X – The Conclusion

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

During the conclusion, you should:

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

Session XI – Mechanics (Part 1)

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

Stance

Stand firmly on two feet - do not lean, slouch or tilt.

Avoid leaning on chairs, tables, etc.

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

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

Appearance

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

Eye Contact

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

Volume

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

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

Session XII – Mechanics (Part 2)

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

Pace of Speaking

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

Facial Expression

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

Gestures

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

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

Nervousness may be reduced or controlled by:

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

Notes

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

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

Session XIII – Style

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

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

Humour and Wit

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

Spontaneity

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

Suitability of Language

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

Originality

How original is the treatment of the subject and the technique of presentation.

Poise

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

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

B – Using guest speakers.

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

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

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

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

C. – Using DVD of previous Provincial Competitions

A very useful tool are the videos on the ACL website or DVDs of previous provincial or national competitions. If you have time to preview the DVD, you can select the speeches you wish to show at your session. A good number is two prepared speeches and two impromptu speeches. The lesson also works if the speeches are just chosen at random.

1. You will need a computer and projector (it is really awkward for more than two people to try to watch the video on one computer screen), or you can share the file if Cadets have their own tablets or other devices.

2. Play the prepared speeches you have chosen One at a time with questions between, or one after the other, with questions to follow. The Cadets now have the opportunity to critique these speeches. Make sure everyone has a chance to contribute. The following questions could start (or guide) the discussion; these are just examples, there are many other questions that could be raised about the prepared speeches

- (a) How was speaker's body language, confidence, eye contact, use of gesture, voice, etc.?
- (b) Did the speaker stay on topic?
- (c) What did you think of the introduction? the conclusion?
- (d) What type of speech was this? (to inform, to persuade, to inspire, to entertain?)
- (e) Did the speaker accomplish this purpose. If yes, what were the elements that contributed to the success of the speech? If not, what should the speaker have done to improve the result?
- (f) How helpful was the use of examples/metaphors/humour?
- (g) Did the speaker use notes or memorise the speech? Was this helpful or not?
- (h) If you were judging the two speeches, how would you place them in relation to each other?
- (i) What can you learn for your own performance from the way these speakers delivered their speeches?

3. Play the impromptu speeches you have chosen. The Cadets then can have the opportunity to critique these speeches as well. In addition, since there is a much higher likelihood of the speaker being flustered or nervous, there are some helpful lessons to be learned specifically for the impromptu speech:

- (a) If the speech has gone well – how did the speaker maintain composure?
- (b) If the speech has gone badly – at what point in the speech did things go wrong? what could the speaker have done to save the situation upon realizing that he or she was having a meltdown? what could the speaker have done to prevent the meltdown from occurring in the first place?

4. If there is time, just for fun, have your Cadets give alternate answers to the impromptu question.

Royal Canadian Air Cadets

Effective Speaking



WO1 Suman Rana, 777 Neptune RCACSMC, Metro Vancouver Wing Competition 2014

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".

To Think About

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

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.

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?

- | | |
|--|---|
| <i>a. a politician</i> | <i>b. a priest/minister</i> |
| <i>c. a television newsreader</i> | <i>d. a kindergarten teacher</i> |
| <i>e. a stand-up comedian</i> | <i>f. a telemarketer</i> |
| <i>g. the chairperson of a company's board meeting</i> | <i>h. an applicant at a job interview</i> |
| <i>i. a Cadet at an effective speaking competition</i> | |

Assignment #2

Look up the topics for the prepared speech portion of this year's competition. (See the Air Cadet League Website: 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. **P.R.E.P. (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
Introduction		/ 8
Aroused interest		/ 4
Effective and appropriate presentation		/ 4
Body of Speech		/ 30
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
Conclusion		/ 8
Left audience with an appreciation of topic		/ 2
Sums up material		/ 3
Logical: a capsule of what has been said		/ 3
Delivery and Style		/ 30
Spoke to audience with enthusiasm, confidence and eye contact		/ 10
Rate of delivery		/ 10
Proper stance, audible, correct pronunciation & enunciation		/ 10
Score		/ 76

Impromptu Speech		Max
Introduction		/ 3
Aroused interest		/ 2
Effective and appropriate presentation		/ 1
Body of Speech		/ 9
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
Conclusion		/ 3
Left audience with an appreciation of topic		/ 1
Sums up material		/ 1
Logical: a capsule of what has been said		/ 1
Delivery and Style		/ 9
Spoke to audience with enthusiasm, confidence and eye contact		/ 3
Rate of delivery		/ 3
Proper stance, audible, correct pronunciation & enunciation		/ 3
Score		/ 24

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".

APPENDICES

APPENDIX A: Template for Inviting Toastmasters to Coach at Squadron Level.

The Air Cadet program is a national program for young Canadians aged 12 to 18 who are interested in participating in a variety of fun, challenging and rewarding activities while learning about the Air activities of the Canadian Armed Forces. Cadets are encouraged to become active, responsible members of their communities. They make valuable contributions to Canadian society on a daily basis in terms of environmental, citizenship and community activities. Cadets also learn valuable life and work skills such as teamwork, leadership and citizenship.

The Air Cadet League partners with DND in the development, deployment and conduct of the Air Cadet Program by advising and assisting with the core training program and complementing it with valuable optional elements. One of these elements is the Effective Speaking Program, which provides Air Cadets with the opportunity to increase their self-confidence, and increase their ability to reason, organize and express ideas.

Air Cadets in the Effective Speaking program are also given the opportunity to compete at the local, regional, provincial and national levels. The Cadets competing at the provincial level have already won their Wing (regional) competitions; each Wing competition is attended by Cadets who have won or placed highly at their local (Squadron) competition.

Coaching of the Cadets in the program is done at local squadrons by individuals who have some experience in public speaking, and an interest in passing on these skills to the Cadets who participate. Many of the coaches are parents of Cadets or ex-Cadets, but many more are volunteers from outside the program, such as broadcasters, school teachers or, most frequently, members of Toastmasters. Coaches not only impart the basic skills of effective communication, but also prepare Cadets for competition where appropriate.

The coaches, together with the squadron sponsoring committee executive, and the military staff of the squadron, decide on the timing and frequency of the coaching sessions. The coaches all need to go through the Air Cadet screening process, and the Provincial Effective Speaking Coordinator provides support and resources in the delivery of the program.

(If a Toastmaster volunteers to coach Cadets they could conduct the coaching sessions as a Toastmasters Youth Leadership Program or High Performance Leadership Program.

For a Youth Leadership program, meetings follow a format similar to that of a Toastmasters club meeting. There is an announced agenda. Lecturing is minimal, but discussion is held during each session. The class members are assigned duties on a rotating basis, so everyone is actively involved. Participants also deliver short impromptu and prepared speeches. In every meeting, participants learn to apply the principles of listening, thinking and speaking.

For a High Performance Leadership Program you would need to use the guidelines in the manual, get a guidance committee and organize the program in a leadership role.

If conducted as a Youth Leadership Program, this program counts towards the Toastmasters Advanced Communicator Gold award and also will be part of the Pathways program once introduced.

If conducted as a High Performance Leadership Project, then it will count towards your Advanced Communicator Silver Award.)

At this time, *Squadron xyz* is seeking assistance with coaching cadets in the program. If you are interested making an important contribution to the development of youth in your community, would you consider being a coach at this squadron? We welcome your interest. Please be in touch with Joan Irvine, BC Coordinator of Effective Speaking for the Air Cadet League, at 250-808-8665 or joan.effective.speaking@shaw.ca, or with Stefano Cossalter, District 96 Logistics Manager 604-338-9856 stefanocossalter@gmail.com or Fred Jones, Toastmasters District 21 Youth Leadership Program Coordinator, at 250-858-3275 (please leave message or mqsjones@gmail.com)

APPENDIX B TEMPLATE FOR INVITATION TO JUDGE.

(Letterhead of squadron or provincial committee)

Dear _____:

On behalf of the (_____ *Committee of the*) Air Cadet League of Canada, I would like to invite you be a judge at our upcoming (*National / Wing / Zone / Regional*) Effective Speaking Competition.

The Competition will be held at (*place, with address*), on (*date*), at (*time*).

The Air Cadet program is a national program for young Canadians aged 12 to 18 who are interested in participating in a variety of fun, challenging and rewarding activities while learning about the Air activities of the Canadian Armed Forces. Cadets are encouraged to become active, responsible members of their communities. They make valuable contributions to Canadian society on a daily basis in terms of environmental, citizenship and community activities. Cadets also learn valuable life and work skills such as teamwork, leadership and citizenship.

The Air Cadet League partners with DND in the development, deployment and conduct of the Air Cadet Program by advising and assisting with the core training program and complementing it with valuable optional elements. One of these elements is the Effective Speaking Program, which provides Air Cadets with the opportunity to increase their self-confidence, and increase their ability to reason, organize and express ideas.

Air Cadets in the Effective Speaking program are given the opportunity to compete at the local, regional, provincial and national levels. Cadets competing at the (*Wing /Zone/ Regional*) Competition at which you invited to judge are those who have already won or placed highly at their local (Squadron) competition. (*if a higher level competition, providing some idea of how far the competitors have come will emphasise the high quality of performance*).

I am sure you will be impressed with the level of skill and confidence these young people display, as they are judged on both prepared and impromptu speeches.

I sincerely hope that you will accept this invitation to join our panel of three judges for this event. Detailed information about the competition itself and the duties of the judges and other officials will be provided as soon as our panel has been assembled.

I look forward to your reply.

(Name)

(position)

Appendix C: Declaration by Judges



Air Cadet League of Canada Effective Speaking Competition Judge's Declaration

- Level: (tick one)
- National _____
- Provincial _____
(name of Province or Region)
- Wing/Zone _____
(name of Wing/Zone)
- Squadron _____
(name and number of Squadron)

Date: _____

I hereby certify that:

1. I will demonstrate the utmost objectivity. I will consciously avoid bias of any kind. I will not consider a contestant's age, gender, sexual orientation, religion, national origin or disability.
2. I will support the competition rules and judging standards, and will refrain from public criticism of the outcome of the competition.
3. I will not divulge my participation as a judge and my scoring except as permitted by the rules of competition.
4. I have not coached any of the participants in the current or past training years.
5. I have no connection (as staff, volunteer or parent of a cadet) with any squadron in which any of the competitors are members.
6. I have no conflict of interest with any of the competitors that would cause me to be biased.

(signature)

(printed name)

APPENDIX D -- FREQUENTLY ASKED QUESTIONS

Questions relating to Rules of competition

1. How many cadets from each squadron go to the Wing/Zone competition?
One Cadet from each Squadron is allowed to speak at the Wing/Zone competition. We always suggest the runner-up come in case the first Cadet cancels at the last minute. Occasionally, when three or fewer squadrons in the Wing/Zone send cadets, we may open the competition up to everyone's second cadet. Squadrons are notified at least one week prior to the competition if they can send a second cadet. All squadrons in the Wing/Zone are given the same opportunity.

(Rule 4)
2. Can the cadet(s) who went from our squadron to the Wing/Zone Competition last year compete again this year?
Yes, they can compete again, as many years as they want. The only restrictions in the rules for who can compete are: A Cadet must NOT have aged out before the date of the National Championship (usually held in June of every year), and the National Winner cannot compete again.

(Rules 9 and 10)
3. If Cadets teach effective speaking in the squadron, are they still allowed to compete?
YES!

(Rules 9 and 10)
4. How many minutes do the Cadets get to prepare their impromptu speeches?
The rule only says "a short time", but the tradition has been that the Cadets get three minutes from the time they first see the impromptu question until they have to give their speech.

(Rule 20)
5. Since Toastmasters have been coaching our Cadets, I have noticed the Cadets using props in the competitions, gesticulating wildly and "owning the space". We need to make a clear rule about what is allowed and what is not allowed.
The national Effective Speaking Handbook states in Rule 21: No Visual Aids, Props, Gimmicks or the assistance of persons may be used by contestants. NOTE: A gimmick is any device/stunt or person used to attract attention, e.g. clothing/costume props, singing a song, using taped music in the background, leading a cheer or chant, etc. Quotations are acceptable to use.
This rule has not changed. The only thing that has changed is that two years ago Rule 65 was amended to allow for penalty, rather than disqualification, for violating Rule 21. The discussion over the past several years at National ES committee meetings has been to try to define "gimmicks", which by their nature are more liable to subjective interpretation. The rule does give several examples, but the discussion has been whether to increase the list of specific prohibitions, or to decrease the list and rely on the discretion of the judges.

Since Toastmasters have become more involved in the coaching of the Cadets, the rule about props and gimmicks has been questioned. The research I did about the use of props and gimmicks in other public speaking competitions involving youth was to provide some support for our position. In none of those situations are props and gimmicks allowed. The only competition I could find that allowed for props (with no mention of gimmicks) was Toastmasters International, and those competitions are for adults, not youth. Some of the other organizations (which have public speaking competitions for youth) actually provide the rationale behind disallowing props and gimmicks - that this is a speech, not a poetry reading, dramatic presentation or audio-visual presentation, etc.

Of course, when Toastmasters are recruited to judge or coach our Cadets, it must be made clear to them that this is an Air Cadet League activity, with our own policies, procedures and rules, not an extension of the Toastmasters organization. It has been my experience that when these differences are made clear and explicit, the Toastmaster volunteers assisting us respect our parameters.

(Rule 21)

6. May the speakers engage the audience by asking a question? For example, "Show of hands, how many here watch movies on the internet?"

Yes, the speaker may engage the audience by asking a question. This is a rhetorical device that is very effective. We often just see this as "How many of you watch movies on the internet?" but asking for a show of hands is perfectly permissible as well. The rule against props and gimmicks does say the contestant may not have assistance from anyone in the audience, or use an audience member to attraction, but this does not preclude rhetorical questions.

(Rule 21)

7. One of my cadets asked if she could use sign language as she's delivering her speech.

If the Cadet is hearing impaired and needs an interpreter, she can sign her speech and have the interpreter deliver it. **OR** If there are hearing impaired or deaf folks in the audience, she can sign along with saying her speech. **BUT** If no one is hearing impaired, and the Cadet just wants to show that she knows sign language, then it is a gimmick and not permitted.

(Rule 21)

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

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

(Rule 48)

9. According to the scoring templates, time faults are deducted from each of the judges' scores. From a layman's point of view, this scoring system entails quite a steep penalty. The formula for the timing faults are found in Rules 54 through 56. Time faults are deducted from each judge's score. While the penalties may seem steep, keep in mind that (1) the Cadets know from the very beginning the allowed times for speeches and the penalties involved; (2) for the prepared speeches, the Cadets have weeks of practice sessions to hone their speeches and to make sure that they speak for the appropriate amount of time; and (3) the timing lights or cards give the Cadets clues as to how much time they are taking for their speeches (this is more important for the impromptu speeches since they have not had a chance to practise). One of the responsibilities of the Coach, during the practice sessions, is to help the Cadets get the timing of the speeches just right. (This is as much a factor of the length of the speech as the speech at which the Cadets speak.) The Coach also needs to make clear that the Cadets know all the rules of competition, including the marking rubric.

(Rules 54, 55, 56)

Questions relating to Procedures of Competition

A. Regarding Cadets

10. Do we have to compete?
No, you do not **have** to compete. That being said, why would you not? The competition is a chance for the Cadets to show what they have learned and accomplished. Although there is first, second and third placement at competitions, often there is very little difference in terms of marks between the first and last place finishers. If a Cadet feels nervous about competing for the first time, please encourage him or her to compete anyway. Getting the experience is important, and waiting until the next year to compete still makes that a first-time challenge. You must have a local competition to determine who will represent the Squadron at the Wing/Zone Competition.
11. If there are Cadets who do not want to compete, but would like to present their speech to the squadron, do they also have to give an impromptu speech?
The competition comprises two parts, the prepared and impromptu, even at the squadron level. That being said, the Cadets who do not wish to participate in the impromptu section just get a mark of zero for that portion. (At the competition, we never give out marks, and never announce placements, except for first, second and third place.) Alternatively, you could have a performance of the speeches by those Cadets who do not wish to "compete" as a separate section within the competition event. Third, you could have a separate performance of the prepared speeches by all the Cadets (not a competition), but then have a competition for those who wish to earn a place at the next level. Another option for a Cadet who is okay with a script, but does not want to compete, is to have him or her act as the MC for the competition, so that he or she can still participate without being judged.

As long as the Cadets who represent your squadron at the Wing/Zone competition have earned that right through a fair competition process, you should feel free to do what is best for your group.

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

The Cadets all arrive at least 30 minutes before the start of competition, so that they can be briefed on the rules and procedures, forms can be checked, speaking order can be determined, etc. If there are extenuating circumstances, a Cadet who arrives late will still be allowed to compete, as long as he or she arrives and is seated before the last speaker has finished their prepared speech. Winners are announced and certificates, pins, and medals are awarded at the end of the competition, and Cadets are expected to stay until the end of these proceedings, unless there are extenuating circumstances.

13. Is there a grouping in the competition for junior and senior cadets or do they all compete one against the other across the board?

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

14. What is the correct salutation that the cadets are to open with when they present their speeches (prepared and impromptu). Just want to make sure they have the correct process for success.

The national Handbook does not specify a correct form of address, although we do encourage competitors to address the audience. The only mention of salutation in the rule is to indicate when timing of the speech should start. There is a bit more detail in the "Information for Judges" section about the kinds of salutations the cadet may choose to use.

I think the Cadets need to be comfortable and confident. If they think there is only one form of address, and they stress about forgetting it or getting it wrong, it sets them off on the wrong foot for the entire speech. In addition, if they have memorised a particular formula, it may not apply to the situation. For instance, I've seen Cadets say "good evening" when the competition is in the morning or afternoon, or "Madam Chair" when the MC was male.

Judges probably won't mark them down for not using a salutation (they are told in their briefing that a salutation is not mandatory), but they will be more likely to mark down one with mistakes in it such as mentioned above.

We also don't require the Cadets to introduce themselves, although many do. (They are only introduced by the MC as "Speaker number one", "Speaker number two", etc., and there is a time at the end of the competition for them to be introduced to the audience by name.)

15. How should the Cadets introduce themselves in their speeches?
To make the competition as fair as possible, the judges and the competitors should not know each other, and not be introduced to each other before all have spoken. Thus, the MC will introduce each contestant by number (usually the order of speaking) and speech topic. In order to maintain anonymity, it is preferable that the Cadet not introduce him- or herself in the course of the speech. However, the Cadet will not lose marks for introducing him- or herself.

B. Regarding Judges

16. Who finds judges for the competition?
At the squadron level, the effective speaking coordinator or the SSC Chair must find judges. You will need three judges. You must make sure the judges know the rules and requirements of the program, and what their role is. If a Cadet wants to speak in French, you will need **three** bilingual judges (the same three judges mark all the Cadets).
At the Wing/Zone level, the host squadron finds the judges, but the Provincial Coordinator offers some support in this task.
At the provincial level, the Provincial Coordinator finds the judges.
At the national level, the host committee or competition coordinator finds the judges.
17. Can a Toastmaster who has visited the squadron as a guest be a judge at the squadron competition?
The short answer is maybe. The rules state that a judge should not be acquainted with any of the contestants, so if the Toastmaster has run the program for your squadron, or been a frequent guest speaker, they should be disqualified from judging. Judges should also not evaluate the same contestants twice in the same training year, which means judges can only judge at one level of competition.
The rules also state that the judges should not have heard the topics/speeches prior to the competition, so if the guest Toastmaster came to give some information or teach some aspect of public speaking, he or she can judge, but if the Toastmaster heard the speeches to critique them, then he or she may not judge.
18. Do you have a file or an attachment of the rules/regulations for the judges? I would like to send the judges that ahead of time.
The rules and regulations section of the handbook starts at page 13. There are several rules just on the role of judges, but your judges should have all the rules of competition.
The information for judges section of the handbook starts at page 21. This section gives the philosophy of the program, expectations for judging and a breakdown of the points system.
19. If I am asking a police officer to judge, how can I ask him to come dressed in his uniform?
You might suggest that because the Cadets will be in uniform, it would be good for them to see him or her in uniform, too.

20. Is there a dress code for judges?

It is strongly suggested that you ask the judges to come dressed in at least business casual. The Cadets are in uniform, and if judges arrive in jeans and T-shirts, it shows a level of disrespect, not only to the Cadets, but to the competition as an event, and to the other officials and members of the audience as well.

C. Regarding Marks

21. Do the marks from the Wing/Zone competition carry over to the Provincial Competition?
Each level of competition is judged and marked afresh. There is no carry-over of marks from one level to the next.

D. Regarding Forms and Paperwork

22. Where can I find the ACC 54?
The ACC54 is found on the ES page of Air Cadet League of Canada website
<http://aircadetleague.com/wp-content/uploads/2014/07/acc54e.pdf>
23. Should this form be used for the local competition?
This form is used for all levels of competition. The form must be signed by the CO, the Chair of the SSC, the Cadet and a parent or guardian. Please make sure each signatory knows what it is they are agreeing to when they sign.
23. When are the application forms due?
Cadets moving on to the next level of competition bring their forms with them. The competition coordinator at Wing/Zone levels may require an electronic version or scan to be sent ahead of time. The notice will be given in the instructions for competition provided by the coordinator.

Questions relating to the training/coaching aspect of the program

24. How can this program be made relevant to Cadets and thus encourage participation?
Invite a Cadet or former Cadet who has gone through the program to speak to your Cadets about how Effective Speaking has benefitted him or her. If this is logistically difficult, you can use the video clip at <https://www.youtube.com/watch?v=6AKPi5Jqn1A>.
Let the Cadets know how Effective Speaking will help them succeed at Scholarship Review Boards, and outside the squadron at school presentations or job interviews. Make sure the Cadets also know this is a life-long skill that they will use in job or social life well into the future. And last but not least, make sure the program is fun for both the Cadets and the leaders.
25. How can I get parent volunteers?
Just ask. Make sure you ask people individually. They are much more likely to respond positively, and if they say no, at least you know where you stand, and can move on to ask someone else. Putting out a general call for volunteers does not usually work out well.

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

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