

Unit C: Communication

Lesson 2: Developing Speeches Using the Magic Formula

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

1. Describe how to write a speech using the Magic Formula.
2. Identify key points associated with presenting a speech that was developed using the Magic Formula.

Recommended Teaching Time: 1 hour

List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Copies of student worksheets
- Paper
- Crayons or colored pencils/markers

Terms: The following terms are presented in this lesson (shown in bold italics):

- Manuscript
- Presentation outline

Interest Approach:

Have students reflect.

Script for Teacher: *Think of the best you've ever received that came with instructions.*

Ask a leading question.

Script for Teacher: *When you get a that has instructions with it, what do you usually do first?*

Anticipated responses: tear into it and start putting it together; read the directions.

Script for Teacher: *It sounds like there are really two options when you get the new gift. One, we can forget the instructions, just tear into it and figure it out as we go. Two, we can pause, read the directions, then move forward with a sense of direction.*

Ask a probing question.

Script for Teacher: *What are the advantages to tearing into the new gift and figuring it out as you go? Turn to a neighbor and create a list of advantages. Be prepared to share at least one advantage.*

Collect responses. Anticipated response: to get started quickly; to figure it out and really learn it; it's more fun than following the rules; it's hands-on and that's how I learn best; some instructions are hard to understand.

Ask a probing question.

Script for Teacher: *What are the risks of tearing into a new gift just to figure it out as you go?*

Elicit responses. Anticipated responses: it may get constructed incorrectly; it may not work very well; it might fall apart and injure someone; it is possible parts could break.

Ask a probing question.

Script for Teacher: *What are the advantages to reading the instructions? Turn to a neighbor and create a list of advantages. Be prepared to share at least one advantage with everyone.*

Collect answers. Anticipated responses: to make sure I understand how to use it; to make sure I get the most out of the new gift; to make sure I don't break the gift; to make sure if it is a game that we play the game fairly.

Ask a probing question.

Script for Teacher: *What are the disadvantages to reading the instructions?*

Set up the state of mind that today is a day for reading the instructions before tearing into the gift.

Script for Teacher: There certainly are a lot of advantages to both approaches. Today we're going to discover how to use the Magic Formula to write awesome speeches.

Script for Teacher: The Magic Formula is much like a new gift; it comes with a set of key points that will make it easier for us to use. Keep the advantages of reading those instructions in mind as we first look at those key points for making the formula user-friendly. Then it will be time to tear into the formula and learn how to use it when writing a speech.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Describe how to write a speech using the Magic Formula.

Anticipated Problem: How do you write a speech using the Magic Formula?

Have students take out a sheet of paper. Instruct them to list the letters of the word "Prepare" vertically down the left-hand side of the paper. Allow them time to work in pairs or triads to think of tips or steps they would share with someone else if they had to explain how to prepare to write a speech.

Script for Teacher: What would you do to prepare yourself to write a speech? Jot down a couple of things you think you would do to prepare.

Script for Teacher: Take out a clean sheet of paper. Down the left-hand side of the page, write the letters of the word "Prepare" vertically. Now, create a list of seven tips or steps that you would tell someone else if asked how to prepare for writing a speech. Use the letters of the word "Prepare" as a guide for your thoughts. Your words and phrases do not have to begin with the letters in the word, but must include them at some point. For example, for the first P, I might write "Plan ahead." For the R, I might have "Call upon Resources."

Script for Teacher: What questions do you have? You may work in groups of two or three to complete this anagram. You have five minutes to work, starting NOW!

Allow students five minutes to work. Elicit some of the phrases used. Collect them on a writing surface.

Script for Teacher: There is certainly a considerable amount of preparing that goes into getting ready to write a speech! Let's take a look at some key points to keep in mind when you are preparing to write a speech using the Magic Formula.

Write the following on a writing surface or show TM: 2-1.

I. Writing a speech using the Magic Formula

(PowerPoint Slide 2)

- A. Think about several ideas for each step first, then narrow those ideas down to the best.

(PowerPoint Slide 3)

- B. There are four main steps involved in writing a speech.

1. Prepare.

- a. Gather important information about the speech including: time, length, audience, topic, special instructions, requests.
- b. Analyze your audience to determine what they care about and what motivates them.
- c. Determine what action you want the audience to know or be able to do after hearing the speech.

(PowerPoint Slide 4)

2. Create the body of the speech.

- a. Identify a series of main points for the speech.
 1. Main points should relate to the action you intend the audience to take.
- b. Search for the best support material that will add credibility to the main points.
 1. Supporting evidence can come in many forms. Some examples include: personal stories, facts and figures, newspaper articles, interviews, movies, and reference materials.
- c. Determine how the audience could apply the main point to their own lives.
- d. When writing a speech, the Pointing Finger, Books, and Application should be considered as a single chunk of related information.

For example: Sometimes it is effective to share the support and follow-up with the main point, then tell how it applies to life. Other times it may be effective to tell them what this will do for our lives first, then tell them the main point, then follow up with the supporting evidence.

(PowerPoint Slide 5)

3. Create the closing.

- a. Review the main points and create a final statement to summarize, leaving an impact on the audience.

(PowerPoint Slide 6)

4. Create the opening.

- a. Determine how to connect the audience to the topic.
 1. A connection should relate the topic of the speech to something with which each member of the audience is already familiar.
- b. Preview your main points.
 1. The preview should come at the end of the connection and link the opening to the body of the speech.

Have students create a map or diagram that describes how to use the Magic Formula to write a great speech. Have them share some of their work as a whole group.

Script for Teacher: *Create a map or diagram using colors, icons, and words to represent what you know about how the Magic Formula is used in generating ideas for great speeches. Make sure your map or diagram represents your current understanding of how this tool works. What questions are there? You have seven minutes to work.*

Allow them seven minutes to work. Share some examples with the whole class.

Objective 2: Identify key points associated with presenting a speech that was developed using the Magic Formula.

Anticipated Problem: What are the key points associated with presenting a speech that was developed using the Magic Formula?

Explain that for the next part of the lesson, they will need to call on the other person who likes to tear into things to figure out how they work.

Script for Teacher: *Now that we know how to use the Magic Formula to write a speech, let's take a look at how to present the speech to an audience. Earlier, we mentioned that there were two approaches we use when getting a new gift. The first was making sure that all the rules are understood so we can make the best use of the new item. The second, however, was more about diving into using the new gift and really figuring out how to make it work for you. That's the kind of mindset to have when we look at some key points for presenting speeches you have developed using the Magic Formula.*

Show the following on a writing surface or show TM: 2-2.

(PowerPoint Slide 7)

- II. Presenting speeches that have been developed using the Magic Formula.
 - A. There are two written forms to choose from when presenting.
 - 1. Manuscript: the speech is written word for word.
 - 2. Presentation Outline: the speech is written in the form of an outline with key points and notes.

Script for Teacher: *You may choose to write either a manuscript or a presentation outline.*

Ask the students to identify some advantages and disadvantages to both using the manuscript or presentation outline forms when writing a speech.

(PowerPoint Slides 8, 9, and 10)

- B. When creating the manuscript or presentation outline, rearrange the speech into this order:
1. Opening
 2. Body
 3. Closing

Refer back to the steps in the previous content section to see what Magic Formula icons are involved in creating each of these sections of the speech.

- C. You will be awesome with practice!
1. It may take two or three times before you feel comfortable writing and delivering speeches.

Hand out WS: 2-1. Explain that the students are going to listen to you deliver the speech written on worksheet while they identify what parts of the speech represent specific parts of the Magic Formula. Distribute the crayons, colored pencils/markers and deliver these instructions.

Script for Teacher: *Choose six different colored crayons, colored pencils/markers. Find some space on your worksheet to create a key that associates one of those colors with one of the components of the Magic Formula. For instance, red might equal connection, blue might equal the coming attractions, and so on.*

Allow time for them to create the key.

Script for Teacher: *As I read this speech, follow along. Using the key you created, underline the sentences in the speech that you believe relate to that component of the Magic Formula. For instance, if you think that the first two sentences of the speech are the connection, then draw a red line under those sentences. What questions are there? Let's begin!*

Read the speech to them using gestures and props, and varying your voice as appropriate. After the speech is read, have them compare their sheets to others in their group. Finally, share with them what sentences belong to the respective component of the Magic Formula.

Script for Teacher: *Compare what you thought with others in your groups. Offer reasons why you chose the parts you chose to represent the different pieces of the Magic Formula.*

Allow time to share.

Script for Teacher: *Let's take a look at what icon belongs with certain sentences.*

Explain the answers according to WS KEY: 2-1.

If time permits, provide closure by eliciting responses to these questions.

Script for Teacher: *Which pieces of the Magic Formula were most easily identified? Which pieces of the Magic Formula were least easily identified? How could the author of this speech have changed the order of the point, support, or application? How would that change the way you perceived the speech?*

Review/Summary: Use PowerPoint Slide 11 to review the objectives of this lesson.

Have students work in groups of three or four to review the key concepts behind using the Magic Formula to write and deliver great speeches.

Script for Teacher: *Let's look back at using the Magic Formula to generate ideas for and write great speeches. Write down the most important points you would share with someone else who is about to use the Magic Formula to develop or present a speech. Find two other people near you to share the points you wrote.*

Allow them time to write and share.

Script for Teacher: *Now let's look forward. Imagine you are a group of weather forecasters. Consider this question silently: What could happen to others if they learn to use the Magic Formula in planning and writing speeches? Jot down your ideas.*

Script for Teacher: *Now consider this question: What activities might be affected, or where could they use this tool? As a group, use the pointers you just wrote to create a forecast, just like you're on the nightly news. Tell what could happen to others if they use the magic formula when they generate ideas for and write speeches. Be prepared to share after working for seven minutes as a team.*

Have them work for seven minutes and then share.

Application: Have the students use the Magic Formula to create a speech for another class.

Evaluation: Evaluation should focus on student achievement of the objectives for the lesson. A sample test is included.

Answers to Sample Test:

1. D
2. A, B
3. E
4. C
5. B
6. C

Developing Speeches Using the Magic Formula

Name: _____

Multiple Choice.

Instructions: Circle the letters of the best response to the following questions.

1. Which of the following is NOT one of the four steps involved in writing a speech?
 - a. Create the opening
 - b. Create the closing
 - c. Prepare
 - d. Create the middle
 - e. Create the body

2. The body of the speech includes all of the following components of the Magic Formula EXCEPT (you may circle more than one response.)
 - a. Information about the audience
 - b. Review of the main points
 - c. Application of the main points
 - d. Supporting evidence
 - e. Main points

3. Which of the following has the correct order for the Main Point, Support, and Application?
 - a. Main Point, Support, Application
 - b. Support, Main Point, Application
 - c. Main Point, Application, Support
 - d. Application, Main Point, Support
 - e. All of the above could be correct

4. When preparing a _____, the speech is written word for word.
 - a. Presentation outline
 - b. Supporting line
 - c. Manuscript
 - d. Opening
 - e. Application

5. When preparing a _____, the speech is written in the form of an outline with key points and notes.
 - a. Manuscript
 - b. Presentation outline
 - c. Body
 - d. Opening
 - e. Closing

6. When creating the manuscript or presentation outline, in what order is the speech written?
- a. Opening, Closing, Body
 - b. Closing, Body, Opening
 - c. Opening, Body, Closing
 - d. Body, Closing, Opening
 - e. Closing, Opening, Body

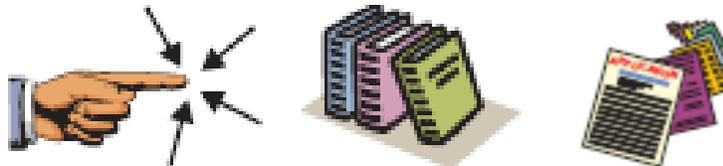
WRITING A SPEECH USING THE MAGIC FORMULA

- Think of several ideas for each step first; then narrow those ideas down to the best.
- There are four main steps involved in writing a speech:

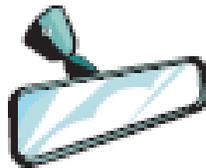
✓ Step One—Prepare



✓ Step Two—Create the Body



✓ Step Three—Create the Closing



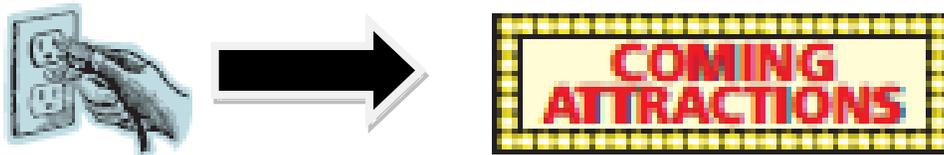
✓ Step Four—Create the Opening



PRESENTATION SPEECHES

- There are two written forms to choose to present from
 - ✓ Manuscript—the speech is written word for word
 - ✓ Presentation outline—the speech is written in the form of an outline with key points and notes.
- When creating a manuscript or presentation outline, rearrange the speech in this order:

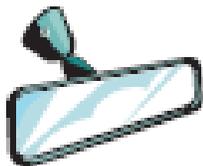
1. Opening



2. Body



3. Closing



- Keep in mind that you'll be great with practice!

EXAMPLE SPEECH

Picture this: it was my 11th year of high school. I was a nervous wreck. Our teacher had told us to write a speech on a topic of our choosing, and now it was time to deliver the speech.

I walked to the front of the classroom—my palms were sweaty, my heart was pounding. I just knew I was surely going to trip, or something clumsy like that. I reached the front of the classroom, turned to face the audience, and found they were all looking at me.

Wait, I was the one speaking. I read my speech straight off the paper; it was really hard to prepare. I had such a hard time finding a place to start writing, not to mention trying to remember the actual speech when the pressure was on. After that day, I decided there had to be a better way to approach writing and delivering speeches.

Maybe, like me, you've also thought, "Man, there's just got to be a better way to get my ideas down on paper and actually remember what order they go in." If you've ever had a thought like that, you are in the right place. Today, I'm going to tell you about a tool you can use to brainstorm and deliver effective speeches. It's called the Magic Formula for presenting.

Using the Magic Formula can make it easier to brainstorm and write great speeches. Take, for instance, Crystal, who thought that writing speeches was difficult. Her biggest complaint was that it was just too hard to start. Then she found the magic Formula. It really helped her.

Just the other day in my leadership course, I heard my teacher tell us about several advantages to using the Magic Formula in developing and delivering presentations. Some of the advantages she listed were: one, it gives you a place to start when you begin to create a presentation; two, it helps you remember your presentation with just a few notes; three, it helps you build confidence as an effective presenter; and finally, it helps you influence other people.

Using the Magic Formula can help you too. You might use the formula to brainstorm a speech as a group or by yourself. It's hard to get started, but the formula has questions to help you out. You also might use the formula to outline how you will present as a speech, the ideas you brainstormed. There are many ways for you to use the formula.

As you think about writing your next speech, remember this: using the Magic Formula can make it easier. The most important point I'll take away from using the Magic Formula is that anyone can get better with practice. You'd be surprised at the magic you can create when you use this formula for presenting your next speech!

THE MAGIC FORMULA REVEALED...

➤ **Connection**

Picture this: it was my 11th year of high school. I was a nervous wreck. Our teacher had told us to write a speech on a topic of our choosing, and now it was time to deliver the speech.

I walked to the front of the classroom—my palms were sweaty, my heart was pounding. I just knew I was surely going to trip, or something clumsy like that. I reached the front of the classroom, turned to face the audience, and found they were all looking at me.

Wait, I was the one speaking. I read my speech straight off the paper; it was really hard to prepare. I had such a hard time finding a place to start writing, not to mention trying to remember the actual speech when the pressure was on. After that day, I decided there had to be a better way to approach writing and delivering speeches.

➤ **Preview**

Maybe, like me, you've also thought, "Man, there's just got to be a better way to get my ideas down on paper and actually remember what order they go in." If you've ever had a thought like that, you are in the right place. Today, I'm going to tell you about a tool you can use to brainstorm and deliver effective speeches. It's called the Magic Formula for presenting.

➤ **Point**

Using the Magic Formula can make it easier to brainstorm and write great speeches.

➤ **Support**

Take, for instance, Crystal, who thought that writing speeches was difficult. Her biggest complaint was that it was just too hard to start. Then she found the magic Formula. It really helped her.

Just the other day in my leadership course, I heard my teacher tell us about several advantages to using the Magic Formula in developing and delivering presentations. Some of the advantages she listed were: one, it gives you a place to start when you begin to create a presentation; two, it helps you remember your presentation with just a few notes; three, it helps you build confidence as an effective presenter; and finally, it helps you influence other people.

➤ **Application**

Using the Magic Formula can help you too. You might use the formula to brainstorm a speech as a group or by yourself. It's hard to get started, but the formula has questions

to help you out. You also might use the formula to outline how you will present as a speech, the ideas you brainstormed. There are many ways for you to use the formula.

➤ **Review and Close**

As you think about writing your next speech, remember this: using the Magic Formula can make it easier. The most important point I'll take away from using the Magic Formula is that anyone can get better with practice. You'd be surprised at the magic you can create when you use this formula for presenting your next speech!