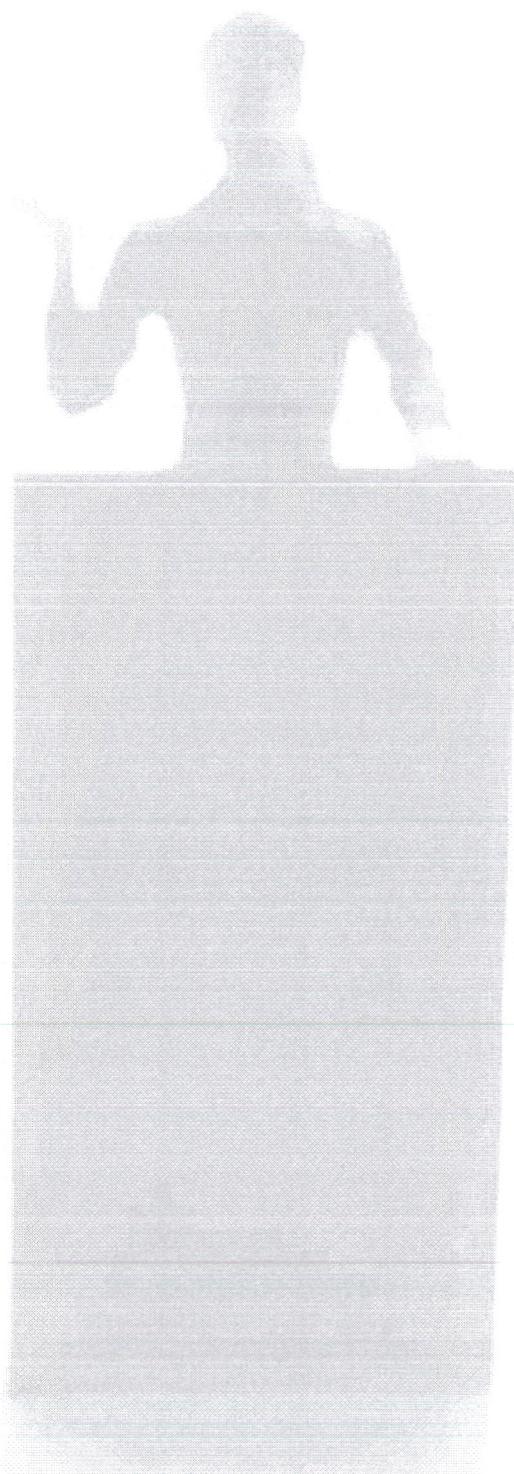


PODIUM PRESENCE

As you listen to your group speak individually, look for behaviors that add to or detract from the speech and write them below.





PODIUM PRESENCE

Information Sheet

Improving your public speaking means developing your own style.

It does not mean learning to speak like a newscaster or to speak like someone else. It means strengthening your ability to say what you want to say. There is no such thing as a perfect speaker or speech. Everyone can improve.

The most important thing to remember in improving your public speaking is to become your own best teacher.

Learn to analyze a presentation and you will be able to learn and improve with every speech you give. You can learn from every person you hear. If you hear someone speak and you did not even learn one thing then you have wasted an opportunity. Everyone has something to teach and something to learn.

Know your audience.

Know what they want to know. Know where they come from. Find out what interests them. If possible, know them by name and use their names in speech whenever possible. One study indicated that the sweetest sound in any language is the sound of your own name. Know your audience as well as you can.

Space and room arrangement are important to speaking.

For example, if people are in a circle, they tend to hear better. If you are speaking in a classroom it is better to stand so that your voice can project better, your presence adds to your message, and so that you can use body language.

There is no substitute for preparation and practice.

The best speakers practice each sentence in their head many, many times before they speak it. They try it over and over until the timing is just right and it begins to feel natural. Often it looks like they are sitting there thinking but really they are practicing speaking in their head.

Develop the main theme or message you want to communicate.

Often when we try to use too many themes it becomes confusing and the audience doesn't remember any of them. It doesn't matter if you are making a point in a class or doing a full scale speech. Develop your main theme and keep hammering away to get that message across.

Use an introduction, body and conclusion in your presentation.

All three of these should tie directly to whatever is your main theme. The goal of any speech is to help your audience understand something, and having an introduction, body and conclusion helps your audience understand your theme and tie it back into everything you say.

The introduction has two purposes.

The first is to secure attention and the second is to orient the audience toward your theme. Most audiences will pay attention to any speaker at least for the first 20 seconds. In that time, you should get their attention and orient them to your talk.

PODIUM PRESENCE

Information Sheet

The conclusion also has two purposes.

The first is to summarize the speech, and the second is to motivate the audience. The summary should restate the theme in a clear manner. The motivation should focus on what you want the audience to do. For example, if you are recruiting people to come to a conference, your conclusion should end on a note that makes them want to come.

The cure for stage fright is to get emotional or to laugh.

Allow yourself to feel very happy or very angry and your stage-fright will go away. Allow yourself to laugh and it will also go away. Stage fright is like fog - a good breath of emotion or laughter will blow it away.

Make eye contact with the audience.

Allow yourself to smile. Don't be afraid to use emotion when it is real and sincere. Real emotion and feeling allows your audience to relate to you. If you let your guard down and speak from the heart, the audience will let its guard down and listen from the heart.

Use stories rather than statistics.

Statistics appeal to the head but stories touch the heart. Most people can't relate to statistics. They can understand them but are not inspired by them. Everyone, however, can relate to stories.

Build strong language into your presentation.

Strong language is language that expresses force, feeling, or fact.

Examples of strong language are words that paint pictures that the listener understands. "Scared" is regular language, while "petrified" is strong language. "Red" is regular language, but "cherry red" is strong language. Strong language is more descriptive and helps your listener understand what you are expressing.

Vary your tone.

A person who speaks in one tone is monotone - that's what monotone means. Become a little louder at times and a little softer at others. Vary the tone. Don't be boring.

Vary your speed.

Mono-speed is as bad as monotone. It does not matter whether you talk more quickly or more slowly. What is critical is that you vary your speed and practice your timing. Speed up some words and slow down on some. Practice will improve your timing.

There is no one right way to speak, but there are some wrong ways.

Don't read from a script unless absolutely necessary. Also don't repeat things. If you want to reinforce a point, say it again but in a different and creative way.



PODIUM PRESENCE

Information Sheet

Identify and eliminate weak language from your speaking.

Weak language is any word or phrase that does not add anything to what you are saying. Any word that does not make your message stronger makes it weaker. When you analyze a sentence, cut it down to as little as you need without cutting out the message.

The most common example of weak language is the word "um."

From now on, if anyone uses the word "um" for the rest of this workshop, I want everyone else to raise their hands to remind the speaker that they said "um."

Other examples of weak language are "basically," "well," "that is to say," "I mean," or "in other words."

We use weak language as a crutch.

We say words like "basically" not because they mean anything but because they help us stall until we can think of something to say. But it is better to be silent than to use weak language. Be comfortable with silence.

Like anything else, public speaking is only worth doing if it is worth doing well.

No matter what else you learn, you must become your own best teacher. Learn to analyze every speech you hear. Look for the items from the nineteen points already shared and see which speakers are using them and what their effect is. Become your own best teacher and you will always improve.

Activity 12: Um, Er, Uh...

Much of our public speaking deals with current events and issues facing our local, national, and global community. When called upon to speak in a public situation, how we say something is as important as what we say in the overall effectiveness of our speech. Sometimes we fill our speech with detractors such as vocal fillers. Vocal fillers are "ums," "uhs," "likes," extreme pauses, and any other unnecessary fillers in our speech. By becoming aware of them, we can control them and improve the effectiveness of our public speaking.

OBJECTIVES:

For youth to:

- realize the importance of keeping up-to-date with current events.
- learn to communicate knowledge retrieved from the media.
- become aware of vocal fillers and remove them from their speech.

LIFE SKILLS:

- Public speaking.

MATERIALS:

- Paper
- Scissors
- Bell or other noise maker (optional)

TIME:

30 minutes

SETTING:

Comfortable room with a podium.

Advanced Preparation: Cut each sheet of paper into eighths.

DO

- Hand small slips of paper to each youth as he or she arrives.
- Have youth write one current issue facing today's society on the slip of paper. They can be political, social, or local as long as they are relatively current (within the past two years; this will increase the chances that the topics will be ones that youth have heard about and/or understand.) Have youth fold their topics and collect them.
- Ask for one volunteer to time the speeches and one volunteer to be the bell ringer.
- Before the speeches, ask the participants to make estimates for the number of times they think they would use vocal fillers in a two to three minute speech.
- Call on youth one at a time and ask them to select three topics from the bag. Have them select one of the topics and place the other two back into the bag. They will then give a one- to two-minute speech on that topic. Any angle can be taken. The bell ringer will ring the bell any time a vocal filler is used. (This is not to embarrass but to make youth aware of the frequency with which we use these.) If a bell or other noise maker is not available, have youth raise their hands when a vocal filler is used.
- Have group members brainstorm ways to eliminate the use of fillers from their speech.

REFLECT

- Did you use fillers more or less than you had expected? Why?
- Did some people use more fillers than others? Why or why not?
- Did you have to speak about a topic you are not familiar with? How did the number of vocal fillers relate to the speaker's knowledge about the subject?
- Sometimes the use of fillers indicates comfort with an audience. At what times do you notice their use the most?



APPLY

- How can you prevent yourself from using vocal fillers?
- Next time you listen to a speech, pay attention to the use of fillers. Are they very noticeable? What do they tell you about the speaker?
- Do fillers detract from a speech or are they basically unnoticeable? Defend your answer.

BACKGROUND

This lesson helps learners gain an understanding of the importance of communication, teamwork, and conflict management in creating a productive and successful workplace. Participants gain knowledge, assess skills, practice team-building, and apply communication principles relevant and necessary to success in their personal, social, and work environments. The content, vocabulary, and activities provide a framework for learners to make connections between teamwork, communication, conflict management, personal lives, work lives, and getting along in general.

Essential Questions

- ▶ What are the benefits of working as a team?
- ▶ What characteristics make a successful team?
- ▶ How can I be a good team member?
- ▶ How can I make sure that I am communicating effectively?
- ▶ What role does communication have in my workplace?
- ▶ What kind of communicator am I?
- ▶ How can I improve my communication skills?
- ▶ How can understanding conflict management help me in my work?
- ▶ How does communication relate to teamwork and conflict management?

Concepts and Learning Objectives

Learners will

- ▶ use knowledge of communication skills to analyze personal communication styles
- ▶ identify and list qualities necessary to become a good team member
- ▶ discuss the importance of teamwork in the workplace
- ▶ apply principles of teamwork, communication, problem solving, and critical thinking as they collaborate to complete a group task
- ▶ develop an understanding of the connection between communication, teamwork, and conflict management as an important skill in the 21st Century workplace
- ▶ identify ways to apply conflict management in their own lives

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills to help students develop personal abilities and proficiencies for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ AV equipment for projecting video clips
- ▶ Flip-chart paper
- ▶ Printed handouts
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ Marshmallows
- ▶ Spaghetti

SOMETHING TO THINK ABOUT

"Communication—the human connection—is the key to personal and career success."—PAUL J. MEYER

Useful Internet Sites

<http://smallbusiness.chron.com/effective-communication-team-work-3167.html>

<https://www.dol.gov/odep/topics/youth/softskills/Teamwork.pdf>

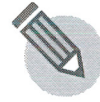
<http://www.rasmussen.edu/student-life/blogs/college-life/importance-of-teamwork-skills-in-work-and-school/>

<http://www.helpguide.org/articles/relationships/conflict-resolution-skills.htm>

<https://www.verywell.com/conflict-resolution-skills-for-healthy-relationships-3144953>

<http://www.amanet.org/training/articles/the-five-steps-to-conflict-resolution.aspx>

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

60 – 70 minutes

LESSON

INTRODUCTION



Communication matters

As human beings, we give and receive messages constantly. Communication is all around us, especially in this digital age where everything, including sending and receiving messages, is immediate. Fifty years ago, who would have guessed what would happen to the telephone in the 21st century? Believe it or not, people used to actually talk on telephones, and a landline was usually a "party line" shared by two or three neighbors. Now each person in the same household has a different line. It is mind-boggling to think about how technology has changed our lives and will continue to do so. One thing that has not changed, however, is our constant need to communicate. Our personal lives, our work lives, and our social lives require that we connect and converse with others. Communication skills that were effective fifty years ago are still applicable today.

According to a 2010 survey conducted by the National Association of Colleges and Employers, communication skills rank first among "must have" skills and qualities for potential job candidates. It is critical to understand that communication is a two-way street and that sending messages is only part of the communication process. Employees dealing with the public absolutely must know

not only how to speak clearly, but also how to listen and interpret what customers or clients are saying.

A great example is ordering food at a drive-through. Have you ever tried to place your order when the person on the headset keeps interrupting you? It can be very frustrating trying to communicate clearly with someone you cannot see. Body language and nonverbal cues play such an important role in the communication process. Sometimes, without the benefit of having a visual connection, some communication is lost.

During an interview, many employers will ask questions aimed at highlighting listening skills. They pick up clues based on how questions are answered and even through questions candidates might ask. Remember, active listening requires you to engage in the conversation with comments and questions when asked to do so. Appropriate eye contact and posture are vital to a successful interview. An important part of job success is knowing how to "read" the nonverbal cues of your coworkers and supervisors. When communication breaks down, things go wrong quickly, and you might find yourself out the door. So, practice good communication skills and realize that communication can be learned, polished, and improved with practice.



Instructor Note

The instructor introduces the topic by playing a clip from the classic Abbott and Costello comedy routine, "Who's on First?" <https://www.youtube.com/watch?v=7di5zAMMxal>

TIME

8 minutes

ACTIVITY 1—Key Terms



Talk the talk

Becoming familiar with vocabulary relating to communication, teamwork, and conflict management can help you apply concepts essential to developing personal skills necessary for workplace success.

- ▶ **active listening:** hearing and responding with full attention
- ▶ **aggressive communicator:** someone who expresses needs and wants while hurting others
- ▶ **assertive communicator:** someone who expresses themselves firmly, but respects others
- ▶ **communication:** exchange of information between sender and receiver
- ▶ **conflict resolution:** problem-solving strategy for settling disputes and finding solutions that will allow each side to save face and create the least amount of ill feeling
- ▶ **leadership:** the ability to motivate others to work towards a goal
- ▶ **nonverbal communication:** exchanging information without speaking, but by using body language, eye contact, gestures, posture, etc.
- ▶ **passive communicator:** someone who is afraid to express themselves and seems weak and timid
- ▶ **teamwork:** working together as a group to accomplish a common goal
- ▶ **verbal communication:** exchanging information using words, sounds, tone of voice
- ▶ **visual communication:** exchanging information through vision: signs, symbols, pictures, etc.
- ▶ **workplace etiquette:** good manners in dealing with customers, coworkers, and supervisors
- ▶ **written communication:** exchanging information through written word: text, letters, email, blogs, etc.



Instructor Note

Use the ideas presented in the Resource Section for teaching vocabulary words. The core idea for teaching vocabulary is to enhance and expand the content by connecting the learner with specific terminology used in the unit

TIME

10 minutes

SKILLS TARGETED

Discussion, Group Work, and Individual Recall

ACTIVITY 2—My Communication Style



How do you communicate?

Becoming familiar with your personal communication style not only helps in your personal life, but also in your work and professional life. Understanding how you communicate both when you send and when you receive messages helps you become a successful communicator.

Handout 1—Positive Communication Habits is a checklist you can use to rate your personal communication habits. Rate yourself from "never" to "always" and examine your own habits. At the end of the rating scale use the quick analysis to determine how you stack up, based on your score. To experience personal growth, it is always good to assess our own skills and abilities. After you look at your communication habits, take a look at your style. What kind of communicator are you—assertive, passive, aggressive, or a mix? **Handout 2—Discovering Your Communication Style** helps you answer those questions. Communication styles differ, and you may find that you prefer one type over another. For example, you might be more of a visual communicator than a verbal communicator.

COMMUNICATION TYPES

- ▶ **verbal**—speaking, sounds, language, voice tone
- ▶ **auditory**—listening and hearing
- ▶ **nonverbal**—facial expressions, body language, gesture, posture
- ▶ **written**—books, newspapers, journals, email, blogs, texts
- ▶ **visual**—signs, symbols, graphics, pictures



Instructor Notes

Handout 1—My Positive Communication and **Handout 2—Discovering Your Communication Style** are located at the end of the lesson. Print copies for the students to complete in class.

TIME

13 minutes

SKILLS TARGETED

Critical Thinking and Analysis

ACTIVITY 3—Team-Building in Action: Skill Building



Teaming up

According to the U.S. Department of Labor, employers rank teamwork and communication skills at the top of the list of desirable worker qualities in today's job market. The ability to get along, solve problems, work together, communicate, and contribute ideas is a critical proficiency in most job and career settings. That said, it is important to note that many people lack these skills and abilities, or at least they do not demonstrate these competences in the workplace.

Teamwork is essential to workplace success. Think about sports, for example. Even though one player scores the points, all players work together to set up the play. Football requires blocking and creating openings for the offense to run or throw the ball. Basketball relies on the players moving and passing the ball to run the play and create openings for the best shot. NASCAR depends on precision communication and teamwork between the pit crew, the spotters, the crew chief, and the driver.

Effective communication is vital in creating a well-oiled team in NASCAR, in sports, in families, and particularly in the workplace. When teams work cooperatively, team members contribute ideas, make suggestions, add effort, and actually become more responsible. Relationships, communication, accountability, ownership, pride, and attitude also improve when teamwork is positive and productive.

TEAM BUILDING ACTIVITY: CAREFUL, CONSTRUCTION AHEAD

You have 15 minutes!

After your team building experience, think about these questions.

1. How did your team work together? What specifically worked well? What difficulties did you experience?
2. Besides the team leader, what role did each person play? How was each person helpful to the end goal?
3. Was it a plus or a minus that the team leader was not able to physically participate in the activity? How did the team leader feel about his or her level of participation?
4. What would you do differently, if given a second chance at this activity?
5. If you were selected as a team leader at work, what type of leader would you like to be? Would you like to be a leader who gets involved and works with the team or would you rather be one that just tells the team what to do? Explain your choices.



Instructor Note

TEAM BUILDING ACTIVITY: CAREFUL, CONSTRUCTION AHEAD

Divide into groups of four or more. Each group must elect a team leader. Each group gets a supply of spaghetti and marshmallows. As a group, you have 15 minutes to work together to create the tallest freestanding structure possible. Team leaders may only supervise and offer instructions. The leader may not physically participate in this activity. Spread your groups out as far apart as possible before you begin the activity.

Walk around and help the groups if necessary. After 15 minutes, evaluate the structures. Talk about the foundations of the structures. The tallest structures will usually have wide, supported foundations. Relate the importance of a solid foundation not only to each structure itself, but also to building a strong and solid team. Ask questions about the teamwork experience. Follow up the activity with wrap-up questions.

TIME
20 minutes

SKILLS TARGETED
Collaboration, Problem Solving, and Group Work

ACTIVITY 4—Team Building and a Word on Conflicts



Part 1: Conflicting ideas

After participating in the construction activity, hopefully you have a better understanding of teamwork, and of your own teamwork skills. **Handout 3—Elements of Teamwork—An Inventory of Skills** helps you evaluate your ability to collaborate and work in groups. Rate yourself honestly and be prepared to share with the group.



Instructor Note

Handout 3—Elements of Teamwork—An Inventory of Skills is located at the end of the lesson. Follow up with wrap-up questions. Print copies for the students to complete in class.

TIME

5 minutes

SKILLS TARGETED

Discussion and Analysis



Part 2: Compromise

Sometimes disagreements happen at work and in your personal lives. Conflicts occur because two or more people want different things. Coming to an agreement about a conflict is called negotiation. Sometimes, we don't really reach a solution, but we agree to manage the conflict on a set of terms. This is called conflict management. Work-based conflict management may result when our supervisors hand down a directive on how to resolve the issue. Learning to be emotionally mature and accept the results of conflict management is required in work settings. Teamwork is critical to production, and conflicts can often lead to a loss of production. The following short videos show examples of how to handle conflict in the workplace. As you watch these, try to think of how you might handle the situations.



Instructor Note

The instructor plays the following video clips about conflict management in the workplace:

<https://www.youtube.com/watch?v=UpW5I9Ifgbs>

<https://www.youtube.com/watch?v=plw8tZr9Rlc>

<https://www.youtube.com/watch?v=1kOn8vWA4fU>

TIME

8 minutes

SKILLS TARGETED

Critical Thinking, and Analysis

ACTIVITY 5—Wrap-Up



Friendly does it

Getting along is not always easy, but cooperation, teamwork, conflict management, and communication go a long way in helping you succeed not only in your job, but also in your relationships. When you are not willing or able to cooperate, you bring undue stress upon yourself. When word gets out that you are not easy to get along with, you may be passed over for promotions and pay increases. So, the best thing to do is learn some skills that help make your life easier and help you become a rock star at teamwork and getting along with others.



Instructor Note

Refer back to the Essential Questions and confirm that students have learned skills and terminology related to teamwork. Verify that they understand the connection between teamwork and getting along at work, and that they can recognize their own strengths and weaknesses in communication and teamwork. Use an exit strategy or quick check for understanding by asking group questions. Exit strategies are located in the Resource Section—Appendix B.

TIME

3 minutes

SKILLS TARGETED

Discussion, Critical Thinking and Analysis



HANDOUT 1

– Positive Communication Habits

Teamwork Makes the Dream Work

ACTIVITY 2

Rate your personal communication habits with a number that accurately indicates your style.

4= Almost always

3= Usually

2= Sometimes

1= Almost never

When I talk to someone...

I get the feeling they understand me.	
I express opinions as facts.	
I am not afraid to reveal my feelings.	
I use positive statements in problem situations.	
I watch for feedback from the other person.	
I use examples to get my message across.	
I use details to get my message across.	
I use a different tone of voice to help me say what I mean.	
I choose the right moment to raise an important issue.	
I am conscious of my body language.	
TOTAL	

When I listen to someone...

I listen only for facts.	
I am attentive.	
I am not distracted.	
I use eye contact during conversations.	
I wait until the other person is finished speaking before I speak.	
I ask questions if I'm not sure of the message.	
I paraphrase complex messages.	
I listen "between the lines" for the meaning.	
I watch the speaker's body language.	
I use body language to signal that I'm listening.	
TOTAL	



TOTAL SCORE _____

(Add the totals from each column)

ANALYSIS

If your score is between 60 and 80—you are doing great!

If your score is between 40 and 60—you could try a little harder!

If your score is below 40—you really need to try harder!

(Adapted from Utah CTE Lesson Plans)



HANDOUT 2

– Discovering Your Communication Style

Teamwork Makes the Dream Work

ACTIVITY 2

Circle the response to each statement that best describes you. Then, at the end of the activity, count the number of each "lettered" response and record that number beside the letter at the bottom of the page. See where you rank.

Which style are you?

1. Which statement do you most agree with?
 - a. "Everyone should be like me."
 - b. "Don't make waves."
 - c. "I have rights and so do others."
2. When you communicate you are most often...
 - a. Closed-minded
 - b. Indirect
 - c. An effective, active listener
3. When you communicate, you more often...
 - a. Interrupt and monopolize the conversation.
 - b. Always agree and do not speak up.
 - c. Express yourself directly, honestly, and as soon as possible about feelings and wants.
4. Which characteristics best describe you?
 - a. Domineering, bullying
 - b. Apologetic, self-conscious
 - c. Open, flexible, versatile
5. Which words best describe you?
 - a. Condescending, sarcastic
 - b. Allowing others to make decisions for you
 - c. Confident and trusting of self and others
6. Which behavior are you most likely to exhibit?
 - a. Putting others down
 - b. Trying to sit on both sides of the fence to avoid conflict
 - c. Action-oriented
7. How would others most likely describe you?
 - a. Bossy with a know-it-all attitude
 - b. Complaining instead of taking action and letting others make choices
 - c. Taking appropriate action toward getting what you want without denying rights of others
8. In a conflict, which of these nonverbal cues are you most likely to use?
 - a. Point, shake finger, glare
 - b. Nod head often, come across as pleading, downcast eyes
 - c. Use open, natural gestures and direct eye contact
9. Which best describes your voice?
 - a. Critical, loud, yelling tone of voice and fast, clipped speech
 - b. Low volume, meek, or fast when anxious; slow, hesitant when doubtful
 - c. Vocal volume appropriate, expressive and varied rate of speech
10. Which are you most likely to say?
 - a. "You (have to, ought to, better)" and "Don't ask why... Just do it."
 - b. "You should do it" and "I'll try..." and "I can't....."
 - c. "I choose to..." and "What are my options?"
11. In a confrontation, which best describes you?
 - a. You feel that you must win arguments, and you threaten or attack.
 - b. You the one who avoids, ignores, leaves, postpones, and agrees externally, while disagreeing internally.
 - c. You are the one who negotiates, bargains, trades off, compromises, and doesn't let negative feelings build up.
12. What do you most often feel?
 - a. Anger, hostility, frustration, impatience
 - b. Powerlessness and ignored for good works
 - c. Enthusiasm, well-being, even-tempered
13. Over time in your relationships with others, how would you describe yourself?
 - a. I find them resentful of me and sometimes force them to do it my way.
 - b. I give up being myself, and slowly lose my self-esteem.
 - c. I gain increased self-esteem and self-confidence, and let others know where I stand.

SCORING

Count the number of times you chose each letter: _____ A _____ B _____ C