

TALKING A GOOD GAME



COMPETENCY

CATEGORY: Basic Skills

CATEGORY

NUMBER: D.24

COMPETENCY: Communicate verbally.

OBJECTIVE: Upon completion of this module, students will be able to communicate verbally.

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INTRODUCTION

- State the module topic and review module objective.
- Ask the students to think about something that has been important to them during the last three or four months for which they could speak for at least 60 seconds.
- Ask for volunteers to come before the class to “ad lib” a 60-second talk to the class about their subject or event.

Note to Specialist: This may take a little coaxing on your part. Also, be sure to check out the subject matter.

- After three or four students have given a 60 second presentation, lead the class in discussion, using the following questions:
 1. Did this task end up being easier or harder than you thought?
 2. What made this task difficult?
 3. What made this task easier?

Note to Specialist: Students will most likely bring up things like: no preparation time or standing in front of the class made it more difficult. Some may say it was easier to talk about their subject because they were familiar with it. Others might mention that they simply have no fear of speaking in front of others and that assignments of this kind present no problem to them.

4. How difficult was it for you as listeners to follow what the speaker was saying. Why?
5. How did the speakers feel during the time they were in front of the group?
6. How many of the class felt nervous about speaking in front of the group and would not volunteer?

- Ask the class to brainstorm things that could be done to make the presentations better or easier to present.

Administer Pre-Assessment

OUTLINE

A. Determine the purpose of what you are saying.

1. Inform - present information to the listener

- a. Get right to the point.
- b. Avoid unnecessary information.

Example:

“Julian, the meeting for the fundraising project has been changed. We will meet in the activity room at 4:00 this afternoon.”

2. Solve problems.

- a. May include informing listeners through the presentation of new information.
- b. May include brainstorming of ideas with most, if not all, contributing
- c. Should include some back and forth (two-way) discussion that predicts the effects of certain solutions

Example:

A group of students meet in an effort to find a solution to vandalism in the cafeteria.

3. Inspire - includes motivating, assuring and building confidence

- a. May include references to past or present positive characteristics
- b. May include comments of encouragement, like “you can do it,” or “don’t give up!”

Example:

Tyler’s math grades are falling and he has stopped doing his homework. Gabriella talks to him and reminds him about the time he missed a week of class but came back, studied and ended up making the highest test grade in the class. She says, “You’re not the kind of person that gives up. Hang in there!”

4. Persuade.

- a. Commonly used in sales
- b. Includes important and relevant points that support a desired decision

Example:

A community college representative talks to students at high school and tells them they should consider their school because:

- 1. It costs less than other schools.
- 2. They focus on specific skills rather than academic courses like English and Math.
- 3. They train you for occupations that offer high salaries.

5. Entertain.

- a. May be informal such as socializing

1. Include personal comments appropriate to the relationship
 2. Maintain courtesy and respect.
 3. Conversational (two-way), do not dominate the discussion
- b. May be a formal presentation
1. Include high interest facts.
 2. Include humor.

Example:

A student gives a formal presentation to the PTA entitled, "A Day in the Life of a High School Student."

6. Many messages will combine purposes.

Example:

A presentation like "A Day in the Life of a High School Student" could be designed for the purposes of informing and entertaining.

COMPLETE LEARNING ACTIVITY D.24-1
"A MESSAGE WITH PURPOSE"

COMPLETE LEARNING ACTIVITY D.24-2
"WHAT DOES THE BOSS SAY?"

- B. Organize your message.
1. Decide what information to include.

Note to Specialist: Use information in Module D.23, section B to support and explain point 2 below.

2. Decide how to open the message and how to close.

Note to Specialist: Use information in Module D.23, section C to support and explain point 3 below.

3. Select the strategies or the organizational patterns.

Note to Specialist: Use information in Module D.22, sections B through E to support and explain the points below.

- a. Inference – to lead a listener to a conclusion by logic
- b. Generalizations – giving examples to support a statement that all or most situations are like the examples
- c. Summary – giving the main thought or idea of the message
- d. Cause and effect – giving the listener the cause of something and showing the effect

Note to Specialist: Use information in Module D.23, section F to support and explain point e below.

- e. Compare and contrast – showing how things are alike and different
- f. Listing – giving several items in a particular order

COMPLETE LEARNING ACTIVITY D.24-3 “TEACHING THE NEW GUY”

C. Speaking characteristics

1. Pitch - refers to a voice being high or low. Ideally, you do not want your voice to be too high or too low.

Note to Specialist: Demonstrate that a voice that is too high can be annoying, while a voice too low, although relaxing, can become boring.

2. Volume

- a. You may have to experiment in a room to find out the best volume.
- b. Appropriate volume may be affected by how personal the content of your message is.
- c. When speaking to a group, the person farthest from you should be able to hear comfortably.

3. Pace or speed

- a. Speaking at a fast pace adds energy and excitement to the message. However, speaking too fast makes it difficult to understand.
- b. Speaking slowly makes it easier to understand and is more relaxing; however, talking too slowly will quickly bore your listeners.

4. Avoid “fillers”.

- a. “Fillers” are the unnecessary words and sounds people often say to “fill in” silent spaces in their talk.

Examples:

Mmmmm, Uh, Uh huh, Yes, OK, Ya know, So.

- b. It is better to have silence than a “filler.” Usually, the length of silence is not nearly as long to the listener as it is to the speaker.

5. Enunciation - saying each syllable of each word clearly. Poor enunciation is usually the result of laziness in speech.

Example:

With poor enunciation, “Going to town” may become “Gawin ta tan.”

6. Pronunciation - saying each word correctly

Example:

Many people mispronounce the word “program” as “progrum,” believing it to be the correct way to say the word.

7. Inflection – using your voice to put emphasis on certain words. Inflection will often alter the meaning of your message.

Example:

Say the following sentences out loud giving emphasis to the words in bold.

The **store** manager did not give permission for overtime.

The store **manager** did not give permission for overtime.

The store manager did **not** give permission for overtime.

The store manager did not **give** permission for overtime.

The store manager did not give **permission** for overtime.

The store manager did not give permission for **overtime**.

How did the message change as inflection shifted emphasis from one word to another?

Note to Specialist: Have the students come up with some of their own examples.

COMPLETE LEARNING ACTIVITY D.24-4
“TODAY, I...”

D. Nonverbal qualities that affect your spoken message

1. Facial expressions – changing the appearance of the mouth, eyes or facial muscles to add a meaning or emotion to the message
 - a. Smile.
 - b. Frown.
 - c. Eyes wide open
 - d. Grimace.
 - e. Squinting
 - f. Furrowed forehead
 - g. Lowered eyebrows
 - h. Others?

Examples:

A smiling ex-employee with eyebrows slightly raised says, “I no longer work for Acme Co.”

A downcast frowning ex-employee says, “I no longer work for Acme Co.”

Note to the Specialist: Have the students demonstrate how pitch, pace and inflection might change in the two statements above.

2. Gestures
 - a. Hands waving
 - b. Hands open and extended

- c. Arms out
 - d. “OK” sign
 - e. Thumbs up
 - f. Hand held out flat – “stop”
 - g. Shaking finger to scold
 - h. Others?
3. Body Language
- a. Posture
 - 1. Straight posture can communicate energy, surprise, stress, interest and nervousness.
 - 2. Relaxed posture can communicate calm, openness, friendliness, depression, discouragement, etc.
 - b. Arms crossed – withdrawing, resistant, not open
 - c. Arms and hands open – open to communication, not resistant
 - d. Arms and hands up – frustrated, giving up
 - e. Thumb in chin with fingertips on side of the face – interest
 - f. Chin resting in the palm of hand – boredom
 - g. Thumbs and fingertips touching symmetrically – confidence
 - h. Leaning back with hands on the back of head with fingers interlaced – confidence
 - i. Hands clenched into a fist – anger, frustration

j. Head down – sad, discouraged

k. Others?

COMPLETE LEARNING ACTIVITY D.24-5
“BODY LANGUAGE CHARADES”

Administer Post-Assessment

LEARNING ACTIVITY D.24-1
“A MESSAGE WITH PURPOSE”

OBJECTIVE: To create spoken messages designed to inform, solve problems, inspire, persuade and entertain

RESOURCES:

- Magazines and newspapers
- Index cards
- Paper and pencil
- Scissors

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Prepare index cards by writing one of the following on each card: inform, solve problems, inspire, persuade and entertain. Use each of the five equally.
2. Prepare enough cards for every two students.
3. Have each student select a partner.
4. Have each pair select an index card randomly.
5. Direct the students to use the newspapers and magazines to find an ad with which they can prepare a spoken message whose purpose is written on their index card.
6. Students should cut out the ad.
7. Prepare the spoken message.
8. Each pair should show their ad to the class, state the purpose of their message as written on their index card and present their spoken message to the class.

LEARNING ACTIVITY D.24-2
“WHAT DOES THE BOSS SAY?”

OBJECTIVE: To discover the importance of proper communication in the workplace

RESOURCES:

- Work Sheet—Learning Activity D.24-2
- Pencil or pen
- Writing board

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity D.24-2 “Boss’ Survey” to each student.
2. Instruct the students to find a manager of a local business that will agree to a short interview after school.
3. Have the students ask the questions on the “Boss’ Survey” to the manager and write down their responses on the survey form.
4. After the interview, have each student share their results as you or another student write the results on the writing board for all to see. Use the following format:

Most Important

- 1.
- 2.
- 3.

Causes Problems

1. Inform ✓✓
2. Solve problems
3. Inspire ✓
Persuade
Entertain

Purpose

5. Brainstorm with the class about conclusions, inferences or generalizations you could make about the results.

LEARNING ACTIVITY D.24-2
“WHAT DOES THE BOSS SAY?”
WORKSHEET

Boss' Survey

1. What is the most important spoken communication in your company?

2. What kind of spoken communications could cause problems for your company?

3. Of the following, which best describes the most common kind of spoken communication used within your company?

- Inform
- Solve problems
- Inspire
- Persuade
- Entertain

LEARNING ACTIVITY D.24-3
“TEACHING THE NEW GUY”

OBJECTIVE: To prepare a list of points to include in a message that uses inference, generalization, cause and effect, summary and listing

RESOURCES:

- Paper and pencil
- Work Sheet—Learning Activity D.24-3

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Divide the students into pairs.
2. Distribute copies of the work sheet for Learning Activity D.24-3 “Teaching the New Guy” to each pair.
3. Go over the instructions with the class.
4. After the students have completed the work sheet, have them present their results to the class.

LEARNING ACTIVITY D.24-3
“TEACHING THE NEW GUY”
WORK SHEET

Imagine you work on a job that uses a lot of machines. In fact, this company uses machines that most people have never heard of. That’s why it is very important that every new employee is properly “introduced” to each machine.

Today however, the regular trainer is out sick and the boss has asked you to introduce a new employee, Marcus, to one of the most unique machines, the XL80. You are one of the few people in the world that even knows what the XL80 is. (In reality, for this activity, you will have to create or invent this marvelous machine and what it does in your mind – be creative!)

Working together with your partner, prepare a list of main points to include as you go over the features of the XL80 and teach Marcus how to use it. In delivering your points, you should use the strategies of inference, generalization, cause and effect, summary and listing.

Write out at least five of your main points.

LEARNING ACTIVITY D.24-4
“TODAY, I...”

OBJECTIVE: To evaluate the speaking characteristics of their own voice

RESOURCES:

- Work Sheet—Learning Activity D.24-4
- Pen or pencil
- Two cassette tape recorders
- A cassette tape for each student

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet D.24-4, “Voice Checklist”, to each student.
2. Go over the “Voice Checklist” with the class.
3. Starting with one student, send them to a private area where they can talk and record themselves for 60 seconds beginning with, “Today, I...” The student will then recount things that happened that day in chronological order. When 60 seconds is up, the student will complete the “Voice Checklist” and return with the tape to the class. The next student is then sent to do the same thing until all of the class has recorded a tape.
4. When students return, they should play the tape and read the ratings they gave to themselves.
5. The class is then asked if they agree or disagree with the ratings.
6. If someone disagrees, they must give two positive comments about the recording and one suggested correction.

LEARNING ACTIVITY D.24-5
“BODY LANGUAGE CHARADES”

OBJECTIVE: To demonstrate the effective use of facial expression, gestures and body language

RESOURCES:

- Index cards
- Pen or pencil

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Each student will receive an index card upon which they will write something about themselves they believe can be communicated using only facial expressions, gestures and/or body language.

Note to the Specialist: Demonstrate an example to the students here. One suggestion is, if you are married and wearing a ring, simply hold up your left hand and point to your ring finger. Ask the students what you are saying about yourself by this gesture.

2. One at a time, have the students come forward, give the index card to the specialist and communicate their message using only facial expressions, gestures and/or body language.
3. Students presenting may not speak or respond verbally to anyone.
4. Students in the class may not ask questions of the student presenting to clarify anything.
5. When the class guesses the message, the next student should come forward and repeat the activity.
6. If the student is unsuccessful in communicating his/her message within 2 minutes, time is called. The student speaks her/his message out loud and the next student should come forward to repeat the activity.

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Match the following purposes of a spoken message in the left-and column with the correct guideline to follow for that purpose in the right hand column. Use each letter only once.

- | | |
|-------------------------|--|
| _____ 1. Inform | a. May include references to past or present positive characteristics. |
| _____ 2. Solve Problems | b. Get right to the point. |
| _____ 3. Inspire | c. Include humor. |
| _____ 4. Persuade | d. Commonly used in sales. |
| _____ 5. Entertain | e. May include brainstorming of ideas. |

DIRECTIONS: Answer the following questions to the best of your ability. A list of points as opposed to writing sentences is suggested.

6. What is the biggest difference between a message designed to inform and a message designed to entertain?

7. What are the three steps to organizing your message?

8. To what does pitch (as it relates to verbal communications) refer?

9. Give a general rule to follow when deciding how loud your voice should be.

10. What is likely to happen if you speak:

a. Too fast –

b. Too slow –

11. What is a “filler”?

12. What is the difference between enunciation and pronunciation?

13. How does inflection affect a spoken message?

14. List the nonverbal qualities that affect the spoken message and give an example of each.

ANSWER KEY

PRE-ASSESSMENT **POST-ASSESSMENT**

 b 1. Inform

 e 2. Solve Problems

 a 3. Inspire

 d 4. Persuade

 c 5. Entertain

6. What is the biggest difference between a message designed to inform and a message designed to entertain?

* A message designed to inform avoids socializing (gets right to the point, avoids unnecessary information) while a message designed to entertain encourages socializing (informal messages, personal comments)

7. What are the three steps to organizing your message?

- Decide what information to include
- Decide how to open and close the message
- Select the strategies to present your message

8. To what does pitch refer?

* Voice being high or low

9. Give a general rule to follow when deciding how loud your voice should be.

- Loud enough so the person farthest from you can hear comfortably

10. What is likely to happen if you speak:

- a. Too fast – difficult to understand
 - b. Too slow – bore the listener
11. What is a “filler”?
- Unnecessary words or sounds used to “fill in” silent spaces in your talk
12. What is the difference between enunciation and pronunciation?
- Enunciation is saying each syllable of the word clearly; pronunciation is saying the word correctly
13. How does inflection affect a spoken message?
- It alters the meaning of the message by putting emphasis on certain words
14. List the nonverbal qualities that affect the spoken message and give an example of each.
- Facial expressions – examples will vary
 - Gestures – examples will vary
 - Body language – examples will vary

ANSWER KEY
LEARNING ACTIVITY D.24-2

- Answers will vary

ANSWER KEY
LEARNING ACTIVITY D.24-3

- Answers will vary

ANSWER KEY
LEARNING ACTIVITY D.24-4

- Answers will vary