



High School

National FFA Organization

Lesson HS.86

DEVELOPING SPEECHES USING THE MAGIC FORMULA

Unit. Stage Three of Development—DO

Problem Area. How Do I Effectively Communicate with Others to Accomplish the Vision?

Precepts. A5: Communicate effectively with others. M3: Make effective business presentations.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Student Learning Objectives. As a result of this lesson, the student will ...

- 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.





Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization.



Tools, Equipment, and Supplies

- ✓ HS.86.Assess—one per student
- ✓ HS.86.TM.A
- ✓ HS.86.TM.B
- ✓ HS.86.AS.A—one per student
- ✓ HS.86.AS.B—one per student
- ✓ Typing Paper
- ✓ Crayons—six per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Manuscript
- ▶ Presentation Outline



Interest Approach

Have students reflect.



Think of the best new toy you've ever received that came with instructions.

Ask a leading question.



When you get a new toy (bike, computer game, board game, gadgets) that has instructions with it, what do you usually do first?

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



It sounds like there are really two options when you get that new toy. 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.



What are the advantages to tearing into the new toy 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 responses: 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.

-  What are the risks of tearing into a new toy 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.

-  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 toy; to make sure I don't break the toy; to make sure we play the game fairly.

Ask a probing question.

-  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 toy.

-  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.

-  The Magic Formula is much like a new toy; 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.

Have students take out a sheet of clean 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.



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

 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."

 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.

 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 HS.86.TM.A.

I. Writing a speech using the Magic Formula

- A. Think about several ideas for each step first, then narrow those ideas down to the best.
- 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.
 2. Create the body of the speech.
 - a. Identify a series of main points for the speech.
 - i. 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.
 - i. 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.



3. Create the closing.
 - a. Review the main points and create a final statement to summarize, leaving an impact on the audience.
4. Create the opening.
 - a. Determine how to connect the audience to the topic.
 - i. 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.
 - i. The preview should come at the end of the connection and link the opening to the body of the speech.

Have students take a *Cartographer Moment* to 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.



Let's take a *Cartographer Moment*. Who can tell us what a cartographer is?

Anticipated answer: a cartographer is a person who creates maps.



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.

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 really figure out how they work.



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 toy. 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 toy 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 HS.86.TM.B.

- 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.

 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.

- 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 HS.86.AS.A. Explain that the students are going to listen to you deliver the speech written on the activity sheet while they identify what parts of the speech represent specific parts of the Magic Formula. Distribute the crayons and deliver these instructions.

 Choose six different colored crayons. Find some space on your activity sheet to create a key that associates one of those colors with one of the components of the Magic Formula. For instance, red might equal the connection, blue might equal the coming attractions, and so on.

Allow time for them create the key.

 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. Note, the key is on HS.86.AS.B.

 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.

 Let's take a look at what icon belongs with certain sentences.

Explain the answers according to the key found on HS.86.AS.B.



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



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

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



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.



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.



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

► Extended Classroom Activity:

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

► FFA Activity:

Have the students use the Magic Formula to prepare and deliver a group speech as the program for an FFA meeting or competition.

► SAE Activity:

Have the students create a speech using the Magic Formula on a topic related to their SAE. Have them deliver that speech to a group of incoming freshmen.



► **Relationship to Other Lessons:**

This lesson is best understood if taught after HS.85.

✓ **Evaluation**

HS.86. Assess is a written test provided to assess Objectives 1 and 2.

Answers to Assessment:

1. d.
2. a., b.
3. e.
4. c.
5. b.
6. c.



DEVELOPING SPEECHES USING THE MAGIC FORMULA

► Multiple Choice

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

- Which of the following is **NOT** one of the four steps involved in writing a speech?
 - Create the opening
 - Create the closing
 - Prepare
 - Create the middle
 - Create the body
- The body of the speech includes all of the following components of the Magic Formula **EXCEPT**. (You may circle more than one response.)
 - Information about the audience
 - Review of the Main Points
 - Application of the Main Points
 - Supporting evidence
 - Main points
- Which of the following has the correct order for the Main Point, Support, and Application?
 - Main Point, Support, Application
 - Support, Main Point, Application
 - Main Point, Application, Support
 - Application, Main Point, Support
 - All of the above could be correct
- When preparing a _____, the speech is written word for word.
 - Presentation outline
 - Supporting line
 - Manuscript
 - Opening
 - Application
- When preparing a _____, the speech is written in the form of an outline with key points and notes.
 - Manuscript
 - Presentation outline
 - Body
 - Opening
 - 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



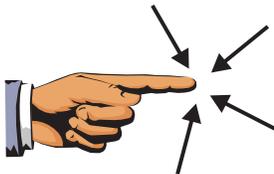
WRITING A SPEECH USING THE MAGIC FORMULA

- ◆ 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:

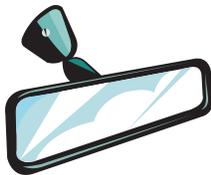
→ Step One—Prepare



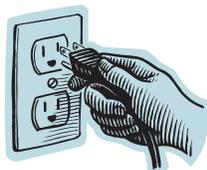
→ Step Two—Create the Body



→ Step Three—Create the Closing



→ Step Four—Create the Opening



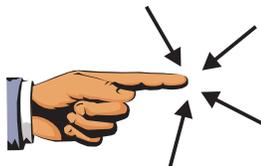
PRESENTING SPEECHES

- ◆ There are two written forms to choose to present from...
 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.
- ◆ When creating a manuscript or presentation outline rearrange the speech in this order:

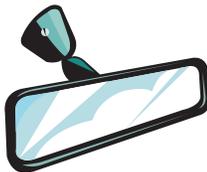
1. Opening



2. Body



3. Closing



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



EXAMPLE SPEECH

Picture this: it was my sophomore 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 sophomore 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. As I walked to the front of the classroom, my palms were sweaty and my heart was pounding; I just knew that 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 who was 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 that 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 makes 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, my teacher told 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; 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 hardest to get started, but the formula has questions to help you out. You also might use the formula to outline how you will present the ideas you brainstormed. There are many ways for you to use the formula.



► *Review and Close*

As you think about writing your next speeches, 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 you'll get better with practice. You'd be surprised at the magic you can create when you use this formula for presenting your next speech!

