



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 components of the Magic Formula within a speech



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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?

Think of two advantages to forgetting directions and figuring it out as you go.



Share your advantages with a neighbor.

Great! Give me thumbs up!

On the count of one say one of your ideas out loud. Three, two one!

Repeat a few of the responses you heard. 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. Emphasize risks.



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. Create a list of 2 advantages

Turn to a neighbor and share. 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.



Please take out a clean sheet of paper and something to write with.

Everyone show me your pen or pencil.

Good! Let's look at how we can prepare ourselves to write a speech? Make a mental note of a couple of things we can do to prepare.

Down the center of the page write the letters of the word "Prepare" vertically.

Allow 15 seconds for them to set it up.

Now we're going to 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. The 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.

You may want to skip the review of the Magic Formula if you have recently taught it (HS085).



It's helpful to remember this formula using the icons. Let's review the key word associated with each icon

Point to the telephone.



This is for information; say it with me – Information!

Continue on through each icon.

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.



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. We need to use the latter mindset as we dive into developing a speech using the Magic Formula. 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. .

Show the following on a writing surface or show HS.86.TM.B. Show only the top of the transparency at this point.

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.

Ask the students to consider which one they'd use and some advantages and disadvantages to both.



In writing our speeches we have a choice between a ***Manuscript*** and a ***Presentation Outline***. Think about which one you would be most likely to use and why.

Pause for time to think.



Those who would use a ***Manuscript*** please stand up.

When I say speech tell why you chose the ***Manuscript*** to the person who is still seated nearest you. Speech.

Allow 30 seconds to share.



Thank you. Please be seated.

Those who would use a ***Presentation Outline*** please stand up.

When I say speech tell why you chose the outline to the person who is still seated nearest you. Speech.

Allow 30 seconds to share.



Thank you. Please be seated.

Now that you have an idea what formats are possible, let's look at what order both of them should be in.

Unveil the rest of the transparency.

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.

rearranged. What questions do you have?

Let's practice

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.. Establish the color key on the board for all to see



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. We'll use red for the connection, blue for the coming attractions, and so on as you can see here.

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 Magic Formula component 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. We've just described how to write a speech using the Magic Formula and identified the Magic Formula components within a speech. It's now your chance to be the expert via the Eye Witness News

Allow them time to collect their thoughts.

Think about what you'd say into the news camera if you were being interviewed as the Magic Formula Speech writing expert.

Now is your chance to make the five o'clock news. There are two roles here, one is the expert the other is the interviewer. Please find a partner and stand together.

Allow time to partner up.

Give me thumbs up!

Decide who will be A and who will be B.

A's raise your hands.

A's you will begin as the expert. B's you'll begin as the interviewer. Go!

Allow 1 minute.

Switch! B's you'll now be the expert. Go!

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.

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

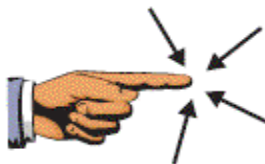
Think of several ideas for each step first; then narrow those ideas down to the best.

There are four main steps involved in writing a speech:

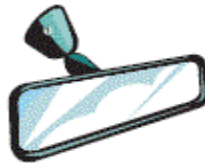
→ Step One—Prepare



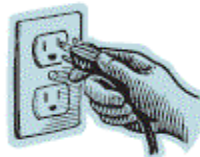
→ Step Two—Create the Body



→ Step Three—Create the Closing



→ Step Four—Create the Opening



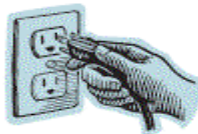
PRESENTING SPEECHES

◆ There are two written forms to choose to present from...

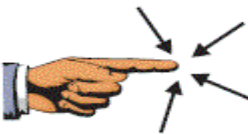
1. **Manuscript**—the speech is written word for word.
2. **Presentation Outline**—the speech is written in the form of an outline with key points and notes.

◆ 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!

