

**Middle School Initiative**

**PART I  
COVER SHEET**

**CAP 5 SEMESTER 1 WEEK 16**

**COURSE:** Aerospace Education Officer Leadership Laboratory, Achievement 13

**LESSON TITLE:** The Lecture Teaching Technique

**LENGTH OF LESSON:** 110 Minutes

**METHOD:** Informal Lecture and Discussion

**REFERENCES:**

1. *Leadership: 2000 and Beyond*, Volume III, Chapter 12
2. AFM 36-2236, *The Air Force Instructor*, Chapter 13, 15 Sep 94
3. AFH 33-337, *The Tongue and Quill*, 30 Jun 97

**AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):**

1. Transparencies
2. Handout 1 - Advantages and Disadvantages of Lecture Method
3. Blackboard and Chalk

**COGNITIVE OBJECTIVE:** The objective of this lesson is for each cadet to:

1. Understand the purpose of the lecture method of teaching.
2. Become aware of the various types of lectures and when to use them.

**COGNITIVE SAMPLES OF BEHAVIOR:** Upon completion of this lesson each cadet will be more learned in the use of lecture teaching methods and when to apply them.

**AFFECTIVE OBJECTIVE:** N/A

**AFFECTIVE SAMPLES OF BEHAVIOR:** N/A

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### PART II TEACHING PLAN

#### Introduction

**ATTENTION:** Good afternoon and welcome to an informal lecture - discussion period on how to develop a lecture.

**MOTIVATION:** "It's not what you say, but how you say it; 'With a first impression, voice counts for 37 percent, appearance 55 percent and what you say only 8 percent.'"

*The Tongue and Quill*

**OVERVIEW:** During our class today, we will look at the various types of lectures, the advantages and disadvantages of lecturing, the preparation processes in developing your speech, and the practice session required before you actually give the speech. We might even have time for some impromptu speaking.

**TRANSITION:** Are you ready to engage yourselves in the speech preparation process?

#### Body

**MP 1 Introduction.** Traditionally, lecturing has been the most popular teaching method in the military and in many schools. This method is beneficial when we must deal with large audiences for an extended time. On the other hand, we may explain a subject or process briefly and informally with smaller groups, such as this class.

**MP 2 Types of Lectures.** A teaching lecture is a formal or informal presentation of information by a single person.

a. **Formal Lecture.** The formal lecture is usually a one sided flow of information from the teacher to the student, with no verbal participation on the part of the student. Because of its impersonal nature, a formal lecture is usually given only to a large audience. Even though this is a structured and often rehearsed method, the formal lecture should have a natural and conversational method of delivery, without overuse of notes.

b. **Informal Lecture.** The informal lecture is usually presented to a smaller audience than a formal type. Verbal interaction between the instructor and the students is highly encouraged in the form of questions/answers and general discussion of the subject. The form of delivery is even more conversational with students being addressed by name.

**MP 3 Other Types of Oral Presentations.** There are two other types of speaking situations that are in common use throughout the military and civilian workplace.

a. **Briefings.** The purpose of a briefing is to inform, not teach. A briefing is usually very stilted and set in its manner of delivery. A briefing often forms the basis for decision-making. A briefer does not include himself as part of the briefing--he just presents the facts. Questions asked of the briefer are restricted to the topic being presented. Interaction is subdued.

b. **Speech.** A speech has one of the basic purposes: to inform, to persuade, or to entertain. The informative speech is a narration concerning a specific topic, but does not have any effort to teach a subject. The persuasive speech is designed to move the audience to a belief or action. The entertaining speech is just that--to entertain the audience. The speaker depends on humor and vivid language as the method to entertain his audience. If you have ever been to a wing conference banquet, the after dinner speaker is generally there to entertain the audience with humorous personal experiences.

**MP 4 Advantages and Disadvantages of the Lecture Method.** We should select the appropriate method of instruction after the lesson objective has been written and initial research on the subject has been completed. The selection process will be more effective if we are aware of the advantages and disadvantages of the teaching lecture. I will not discuss these items today, as you will receive a handout on this topic at the end of the period.

**Transition:** As part of your advancement requirements to attain the Mitchell Award, you were required to write an essay of 300-to-500 words on one of four topics listed in CAP Regulation 52-16. Also, you had to stand before an audience and give a 5-7 minute speech on either the same topic you wrote about or another on the list. Throughout Phase I and Phase II you were groomed for that essay and speech. How well did you do?

**MP 5** Our main consideration today will be the further development of your speaking capabilities and all that it entails. First, let's take a look at the characteristics of a good speaker. Our book indicates that the speaker must have three fundamental qualities: integrity, knowledge, and skill.

**Integrity.** Integrity is being truthful and honest. Do not pass incorrect information.

**Knowledge.** Knowledge is comprehensive and exacting mastery of the subject being presented.

**Skill.** The material to be presented must be organized. The delivery of this organized material is next. The way you project your topical ideas should be with dignity, adequate force, and effectiveness.

**MP 6 Preparation Processes or The Six Basic Steps**

TRANSPARENCY LL13.2.1 - The Six Basic Steps

1. Analyze the purpose and your potential audience.

- a. Is this speech really necessary?
  - b. What is my purpose in making this speech?
  - c. What is the composition of my audience?
2. Conduct your research.
- a. The objective of your research is either: (1) to determine if there is a problem, (2) to solve a present or potential problem, or (3) just pass on some information.
  - b. What is your goal? What barriers do you face in attaining that goal? Do you have the resources and time available for your research?
  - c. Do you have or plan to aid you in your research? It may just require some brainstorming but keep notes to establish your guidance. Change the plan as needed to keep you on track.
  - d. What is your most important resource? When was the last time you looked at yourself in the mirror? If you consider yourself a master of the subject, you just may be a little bit biased. Check around and see if there are others that are knowledgeable on the subject. As you dig deeper, you will recognize your bias and be able to guard against it.

**Transition:** So much for the basic outlook; now go chase the data...!

3. Support your ideas. Weak support and faulty logic can cause you to lose your audience. Here are some steps that can help you support your topic material.
- a. Examples are specific instances chosen to represent or indicate factual data. Keep it short and to the point and maintain the interest of your audience.
  - b. Statistics are an excellent means of support if handled properly. Do not generalize; tell your audience where the stats came from when you use them.
  - c. Testimony is a means of support that comes from recognized authority on your subject. If at all possible, use direct quotes.
  - d. Comparison and Contrast are horses of the same color. Use comparisons to show similarities between objects and contrasts to emphasize differences.
  - e. Explanation maybe used in three ways:
    - (1) Definition is describing, explaining and making quite clear what you are discussing.

(2) Analysis equals the division of your subject into small parts and discussing, as appropriate, the who, what, where, why, when, and how.

(3) Description is similar to definition but presents a personal and subjective picture--your own thoughts on the subject.

4. Getting organized. Based on your topic and audience, you must decide which pattern you will use to give your speech. There are essentially six patterns that you may use at some time or another. They are topical, time or chronological, reason, problem solution, spatial or geographical, and cause and effect.

a. The material that you are presenting will generally dictate the pattern you will use. Try to use the pattern most suited to get you from the simple to the more complex.

b. Establish your basic framework--introduction (write it last), the body (the meat and potatoes) in an effective sequence of ideas, and the conclusion where you summarize the main points and smoothly close the session.

c. Identify and support your main ideas with the facts. Supporting ideas will be descriptive elements that expand your main ideas.

d. Outline your ideas so that they appear to be naturally arranged from the beginning of your message right up to the end. This blueprint will be a timesaver in the long run.

5. Draft and Edit. We went through this requirement in effective writing so there is no need to be redundant. Go back over that process to assure that all your ideas are relevant and in order. The editing procedure could take several more hours of instruction to be truly comprehensive.

6. Fight for feedback. Every bit of information you provide to your audience should raise questions in their minds. As you proceed with your speech, you should be answering the questions before they are asked. Feedback could be in the movement of your audience--you piqued their curiosity; facial expressions are also a means of feedback; a look in somebody's eyes. All of these are what you are looking for. It gives you an idea as to how well you are progressing.

**MP 7** Now that you have developed your speech, you must practice it. You need to develop the proper rate of delivery, the appropriate volume and pitch, build in some pauses where appropriate to emphasize your thoughts, be articulate and pronounce correctly, stick to the time schedule, and, last of all, practice aloud.

**MP 8** Nervousness or the sweaty palm syndrome. This affects every public speaker at one time or another. There are many things that may cause this problem, but with practice, most, if not all, will be overcome, your first time at the podium may be extremely hard on you, but if you let yourself relax you will survive. Practice makes for perfection.

NOTE: If there is anytime left in this period, you might have some of the cadets stand up and give a short impromptu speech on any subject on their minds.

### **Conclusion**

**SUMMARY:** Our lesson today outlined several types of lectures, the preparation procedures for the development of a speech and the requirement for a practice session of your speech before actual delivery.

**REMOTIVATION:** *"It usually takes more than 3 weeks to prepare a good impromptu speech."*  
- Mark Twain

**CLOSURE:** When we next convene for a leadership laboratory class we will continue with counseling techniques. These were originally discussed in the Rickenbacker Achievement to give you a small insight into the process and our next class will take you more deeply into this activity. Class is dismissed.

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**PART III  
LESSON REVIEW**

**LESSON OBJECTIVE(S):** The objective of this lesson was for each cadet to understand the purpose of the lecture as a teaching method.

**LESSON QUESTIONS:** Completion of the chapter review exercise satisfies this requirement.