

DYNAMIC INTERACTION

LEARNING OUTCOMES

Having completed this badge members will have:

- been introduced to effective public speaking skills;
- demonstrated effective listening skills;
- participated in a variety of public speaking occasions;
- participated in a directed conversation;
- been introduced to effective written communication.



BADGE REQUIREMENTS

1. List skills for effective public speaking.
2. Demonstrate public speaking skills in a variety of settings.
3. Demonstrate effective listening skills.
4. Participate in a directed conversation.
5. Demonstrate effective written communication.





Teaching ideas



1. List skills for effective public speaking.

You may like to invite a guest from the local Toastmasters or similar group to address this badge requirement. The corps officer, or other person with public speaking experience, may be happy to teach this badge requirement. Alternatively, use **Handout 1** to instruct members and discuss with members the points of speech making.

Game: In Reverse

Points from **Handout 1** may be taught as a reverse option. Prepare cards of negative outcomes, i.e. mumbling, incessant 'umms', hair twiddling, etc.

Prepare short passages to read (include songs, verses that are known and in simpler language as well as formal or scientific language). Have members choose one negative outcome and a passage to read. They then present their reading using the negative actions. Other members are to observe which negative outcome the reader displayed.

Famous Speeches

Read, listen or watch some great speeches. Some speeches are included on **Leader's Resource 1**. If possible, download some speeches from *YouTube* off the Internet and watch them. Discuss with members what they noticed about the speaker and the speech. How did the speaker stand? How well did the speaker know the material and what evidence is there to support the response? How memorable was the speech – check this by asking members to recount what the speech was about? Did members like/dislike the speech or speaker? Why/why not? How do members think the audience felt or responded to the speech?

Game: The Panel

This game aims to help members feel comfortable speaking in front of an audience by allowing them to talk about topics they know well.

Members form a panel whilst one member sits facing the group. Assign the questions below to the panel to ask the member. Allow 90 seconds to answer each question. Questions may be changed but they must be open-ended questions, i.e. questions that require full responses and not 'yes/no' answers. Rotate members to answer the questions.

Questions could include:

Tell us about your country of origin?

What do you like about where you live?

What was one memorable event in your life?

Tell us about your family?

Teaching ideas



2. Demonstrate public speaking skills in a variety of settings.

11–13s must give at least two demonstrations – one from section A and one from section B.

14+ must give at least three demonstrations – one from each section below.

As well as demonstrating public speaking skills, provide members with the associated information below. Members must demonstrate their skills before an audience, which could simply be the rest of the group but may include other SAGALA sections or corps activities.

Leaders may add other ideas to the following suggestions. Section A should be short presentations (1 - 2 minutes), whilst Section B longer presentations (3 - 5 minutes).

section A

- Short prepared formal speech which a Master of Ceremonies might use. Welcome, introduction, grace, direction, benediction. Have members perform these in actual situations. An enrolment or church parade would be an ideal occasion where members can welcome all the guest and direct them to sit or stand; Introduce guest speaker; ask members and guest to stand for National Anthem and other proceedings.
- Read a Bible passage of at least 10 verses. When presenting the Bible reading in church the congregation need time to find the Bible passage being read in their own Bibles. Before beginning to read the passage members should announce the reference, and perhaps the page number if Bibles are provided. Some ways to 'fill-in' time whilst the congregation finds the passage include:
 - repeat the reference;
 - announce the version being read;
 - provide relevant information regarding the passage, e.g. the author, type of writing, why the writer is writing, who the writing was originally written for.
- **A toast.** A toast is a mini speech and, as such, it should have structure. It is a tribute and should refer to the occasion, reflect the theme, refer to achievement of the recipient, express good will and be formally proposed. The purpose of toasting is to honour people, predominately to wish good health, or happiness or good fortune. When making a toast the speaker usually stands.
There are three parts to a toast:
 - **Verbalisation** – the reason for the toast, e.g. 'here's to good friends' or telling a short story followed by a statement of goodwill such as 'wishing you a happy marriage';
 - **Agreement** – inviting others who agree with what has been said to lift their glasses into the air, often accompanied by a shout or murmur of agreement, e.g. 'Cheers!', sometimes followed by touching one's glass against another within easy reach;
 - **Drinking** – this 'seals' the toast with a sip or drink. The person being toasted doesn't drink to him/herself, instead they remain seated, nod or smile appropriately. After the toast they may stand to offer their response or own toast.





Teaching ideas

Occasions for toasting include:

- weddings;
- banquets;
- anniversaries;
- birthdays;
- retirement parties;
- dinner parties;
- before eating;
- before a keynote speaker and for the celebration of an accomplishment.

section B

- Short Bible talk that explains and applies to a few Bible verses. This could be used as devotions.
- Comment on a current affair or issue. The comment should explain the issue and include the speaker's thoughts on the matter and, if appropriate, how the audience could respond.
- Speech for a particular occasion, e.g. Best Man's speech. There are several websites that provide good information about this kind of speech making, e.g. <http://www.thebestmanspeech.com>
http://www.weddingwriter.com.au/best_man_speech.html
- Talk on a topic of the member's choice. The speech should include an introduction, at least one main point and a conclusion. It can be about anything, e.g. an explanation of a sport or hobby (not prepared for other badges). It may include visual or other aids.



3. Demonstrate effective listening skills.

Play Chinese Whispers. Whisper a short message to one member who then whispers to another member and so on. The last member to receive the message announces to the group what he/she heard. Members are not permitted to repeat the message or to ask questions.

Discuss how the message could be relayed better, e.g. allowing the message to be repeated or allowing members to ask clarifying questions.

Play the game again allowing some or all of the suggestions made.

Present the following information on a chart or board – there are three key elements of active listening to help ensure that you hear the other person, and that the other person knows you are hearing what they are saying.

Hearing

Hearing simply means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras and the speaker mentioned that no two are alike. If you can repeat the fact then you have heard what has been said.

Understanding

The next part of listening happens when you take what you have heard and understand it in your own way. For example, when you hear that no two zebras are alike think about what that might mean. You might think, 'Maybe this means that the pattern of stripes is different for each zebra.'

Teaching ideas

Judging

After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, 'How could the stripes be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable.'

Tips for being a good listener

Ask members to construct a list of good listening skills as an individual and as a member of an audience. Check and discuss that they have mentioned the following and discuss:

- Full attention on the person who is speaking. An audience should not be gazing around fidgeting.
- Focusing. It is easy to let your mind wander if you think you know what the person is going to say next, but you might be wrong. If you feel your mind wandering change the position of your body and try to concentrate on the speaker's words.
- Let the speaker finish before beginning to talk. Everyone appreciates having the chance to say what they would like to say without being interrupted. When you interrupt, it appears that you aren't listening and shows disrespect.
- Keep listening! You can't really listen if you are busy thinking about what you want say next.
- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as 'My point is ...' or 'The thing to remember is ...'
- Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct. Ask questions to clarify certain points. 'What do you mean when you say...' 'Is this what you mean?' 'When you said that no two zebras are alike, did you mean that the stripes are different on each one?'
- Give feedback. Look directly at the speaker; nod now and then to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that you are really listening. Remember, you listen with your face as well as your ears!





Teaching ideas

Game: Directed Drawing

Draw yourself a simple two dimensional diagram, e.g. a house. Be sure members do not see it. Distribute pens/pencils and paper to all members. Explain that you will provide instructions to members who are to draw according to the instructions given. Provide instructions that help members re-create the graphic you have drawn, e.g. 'Draw a large square. On top of the square draw a triangle whose base is the same length as the square. Touching the bottom of the square draw a vertical rectangle centred inside the square.' Add as much detail as you wish, e.g. a chimney, windows, curtains. You may allow members to question you as you proceed. When completed compare diagrams to see who listened best. The aim of this exercise is to stress the importance of listening carefully.



4. Participate in a directed conversation.

This exercise will allow members to use all of the skills gained in **Badge Requirements 1 and 2**.

- Divide the group into smaller groups of three or four and provide them with a topic to discuss for five - 10 minutes. Try to find topics that interest members – you may like to ask members for suggestions. Suggestions could include: global warming, the quality of play in a particular sport, latest fashions, comparisons of vehicle manufacturers (i.e. Holden versus Ford), the latest movie seen. Members are to engage in conversation, remembering the skills gained previously. At the end of the time ask each group to report what their conversation was about, including any significant points made; how they felt each member contributed, both in terms of listening and speaking.
- Divide members into groups of three. One member is the speaker, another is the listener and the third is the observer. The speaker speaks on a topic of his/her own choice – this could be a fictional or factual story, an explanation of a sporting or other skill, what he/she did during their holidays. The listener demonstrates effective listening skills whilst the observer notes how well the speaker communicated and how well the listener listened. Allow a short time-frame (e.g. three minutes) for the speaker, then allow a few minutes for the observer to make comments and the other participants to respond, then repeat the exercise with members changing roles, and groups if you wish.
- Divide members into groups of three. Form a large circle of groups. Have each group number off 1,2,3. Select a topic, e.g. 'The best pet I ever had', and have each member tell their group what their best pet was and why. Then have 2's move clockwise and 3's move anti-clockwise and repeat the process. This needs to be very quick. When the full rotation has been completed have one or two from each group report back what someone else's best pet is.

Teaching ideas



5. Demonstrate effective written communication.

Effective written communication takes time and skill since such a small portion of our communication is contained in the words themselves. Poorly written messages create confusion or fail to achieve their intended purpose. How to write something depends on the goal to be achieved.

1. Be clear about the goal and communicate it.

First, know the goal when writing to someone. What are you trying to achieve by the communication? Do you want someone to do something for you? Do you want them to take a specific action in response to your message? Do you want to pass along information where the receiving person does not need to reply? Do you want to discuss a subject and exchange views with someone else? State your goal clearly in your message.

Distribute **Handout 2** and ask members to identify errors in the text. Also encourage them to identify why they are errors. Then instruct members to turn to the second example and identify what makes this a better example of effective writing.

2. Explain what you want the person to do.

In the bad example on **Handout 2**, the writer stated what they wanted. However, the topic 'Managing change' is so large and the message so poorly written that it does not inspire anyone to take any action at all.

In the good example the writer clearly states what they want the reader to do, that is to write an article and respond to the e-mail message. In addition, they specified the size of the article, the intended audience and gave information about the timing of the first issue. That provides more detailed information so the reader can best decide whether or not they do what they asked.

3. Explain the benefits for responding as requested.

On **Handout 2** the bad example had no explanation about any benefits to us for responding. In the good example the writer provided information about the intended audience of their newsletter and how many people it would reach. In addition, the subject matter is one that the reader was interested in, which the writer clearly referenced. The benefit was implied, i.e. a larger audience for a subject we support.

4. Establish credibility and show respect for the reader.

In the bad example, no credibility was attempted. Because it was so poorly written the writer has no credibility. In the good example the writer provided information about their job function, the company behind the newsletter, their other products and services, their audience and their distribution outlets. The writer showed respect by taking the time to make sure the reader was interested in the subject.

In any communication be careful about spelling, grammar and punctuation. Errors in typing are much more tolerated in e-mail messages than in formal letters because people usually understand they are written quickly. However, be aware that many people are offended by sloppiness so always re-read your message before sending it.





Teaching ideas

5. Choose an appropriate communication method.

E-mail has quickly replaced formal business letters in many situations because of the faster turn-around time. However, when writing to strangers the techniques described above apply equally to e-mail or to formal letters.

E-mail may be very informal between people who already have an established relationship. However, when writing to someone you don't know, take the time to compose your message as you would a formal letter for greater effectiveness.

See **Leader's Resource 2** for the format of writing formal letters.

Distribute pens and paper and instruct members to write at least one informal and one formal example of written communication. For example:

- an e-mail to a friend inviting them to a party;
- a letter responding to a job advertisement at McDonald's or other store;
- a request to a local council asking for a new flag, or other item, for SAGALA;
- a flyer seeking assistance with a fund raising activity.

Leader's Resource 1

Martin Luther King Jr - I have a dream (28th August 1963)

I have a dream that one day this nation will rise up and live out the true meaning of its creed:
"We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

Leader's Resource 1 (condensed)

John F. Kennedy - Excerpt from speech Ask Not What Your Country Can Do For You (20th January 1961)

Now the trumpet summons us again - not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are - but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation" - a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility - I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavour will light our country and all who serve it -- and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you - ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

Abraham Lincoln - Gettysburg address (19th November 1863)

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we can not dedicate - we can not consecrate - we can not hallow this ground. The brave men, living and dead, who struggled, here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here.

It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us - that from these honoured dead we take increased devotion to that cause for which they here gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.

Leader's Resource 1 (cont.)

Winston Churchill - Excerpt from - We Shall Fight on the Beaches (June 4, 1940)

I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our Island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone. At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government every man of them. That is the will of Parliament and the nation. The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength. Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of the Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were subjugated and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

Winston Churchill - Excerpt from - Their Finest Hour (June 18, 1940)

What General Weygand called the Battle of France is over. I expect that the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilisation. Upon it depends our own British life, and the long continuity of our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this Island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, and perhaps more protracted, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their finest hour.'

Leader's Resource 2

Resourced from www.letterwritingguide.com/businessmail.htm

Business Letter Format

Return Address Line 1 (1)

Return Address Line 2

Date (Day, Month, Year) (2)

Mr./Mrs./Ms./Dr. Full name of recipient. (3)

Title/Position of Recipient.

Company Name

Address Line 1

Address Line 2

Dear Ms./Mrs./Mr. Last Name: (4)

Subject: Title of Subject (5)

Body Paragraph 1 (6)

Body Paragraph 2 (6)

Body Paragraph 3 (6)

Closing (Sincerely ...), (7)

Signature (8)

Your Name (Printed) (9)

Your Title

Enclosures (10)

Typist Initial (11)

The block format is the simplest format; all of the writing is flush against the left margin.

Other Business Letter Formats

- (1) Your Address: (Not needed if the letter is printed on paper with the company letterhead already on it.) The return address of the sender of the letter so the recipient can easily find out where to send a reply to. Skip a line between your address and the date.
- (2) Date: Put the date on which the letter was written in the format Day, Month, Year, i.e. 30th August, 2003. Skip a line between the date and the inside address (some people skip 3 or 4 lines after the date).

Leader's Resource 2 (contd)

- (3) Inside Address: The address of the person you are writing to along with the name of the recipient, their title and company name, if you are not sure who the letter should be addressed to either leave it blank, but try to put in a title, i.e. 'Director of Human Resources'. Skip a line between the date and the salutation.
- (4) Salutation: Dear Ms./Mrs./Mr. Last Name:, Dear Director of Department Name: or To Whom It May Concern: if recipient's name is unknown. Note that there is a colon after the salutation. Skip a line between the salutation and the subject line or body.
- (5) Subject Line (optional): Makes it easier for the recipient to find out what the letter is about. Skip a line between the subject line and the body.
- (6) Body: The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip a line between the end of the body and the closing.
- (7) Closing: Let's the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalised. Skip three to four lines between the closing and the printed name, so that there is room for the signature.
- (8) Signature: Your signature will go in this section, usually signed in black or blue ink with a pen.
- (9) Printed Name: The printed version of your name, and if desired you can put your title or position on the line underneath it. Skip a line between the printed name and the enclosure.
- (10) Enclosure: If letter contains other document other than the letter itself your letter will include the word 'Enclosure.' If there is more than one you would type, 'Enclosure (#)' with the # being the number of other documents enclosed that doesn't include the letter itself.
- (11) Reference Initials: If someone other than yourself typed the letter you will include your initials in capital letters followed by the typist's initials in lower case in the following format: AG/gs or AG:gs.

Leader's Resource 3

Photocopy and cut out the scenarios to use with Devotional ideas 1.

Deliberately ignore your neighbour	Turn away from the homeless person in the park without smiling or saying hello
Refuse to share your pens and paper	Say 'no' when asked to give a donation
Keep on saying mine when food etc is laid out or unpacked	Sharing your cup cakes
Listen to a friend who is having trouble	Show your friend how to do the maths
Refrain from saying 'I told you so'	Volunteer to take your friend's place on the canteen roster
Talk over the top of your friends	Exaggeratedly and falsely greet a friend
Receive a gift that you love	Receive a gift that you don't like

Leader's Resource 4

Photocopy and cut out the scenarios strips and positive word cards to use with Devotional ideas 2.

scenario cards:

1. You ask mum for some money, unfortunately she hasn't enough to spare.
2. The dog chews your shoe.
3. Mum asks you to hang out the washing.
4. You forget to do your homework and the teacher asks for it.
5. Dad says its bed time.
6. You buy a new skirt and dad says it's a bit short.
7. You miss the train.
8. The team loses the game
9. You want to buy a T-shirt but dad says 'No – it's slogan is rude.'
10. Your friends says don't bother to buy a return ticket because no one will be one the 'barrier' on the way home.
11. You are asked to clean up after the dog.
12. A lady carrying a bag of groceries knocks into you.
13. Your friend at school opens their bag at recess time and you see a spray can- you know that the assembly hall has been graffitied.
14. You see your brother taking some money from mum's purse.
15. Your younger sister catches you raiding the biscuits and threatens to tell mum.

Leader's Resource 4 (contd)

Word Cards:

Truth	Compassion	Sensitivity
Honesty	Fairness	Patience
Compromise	Gentleness	Forgiveness
Selfless		

Handout 1

Guards/Rangers

EFFECTIVE PUBLIC SPEAKING SKILLS

Purpose

Understanding why the speech is being made, the purpose of it. Identifying this will help members to be clear and concise. Members should ask: Why do I want the audience to care about the topic? What do I want them to know about the topic? Why do I want the audience to follow my favourite football team/musician/TV program?

To become an effective speaker, it is essential true feelings are shared with the audience. The audience wants to know how the speaker feels about the subject. Stress to members that they need to be convincing in their convictions. Speak from the heart and to the soul.

Prepare

Nothing influences a speaker's mental attitude more than the knowledge that he or she is thoroughly prepared. This knowledge leads to self-confidence, which is a vital ingredient of effective public speaking.

As a general rule spend about 30 times as much in preparation as required to speak, e.g. a three minute talk requires around 90 minutes of preparation. Preparation includes writing the talk, rehearsing it and, if appropriate creating visual or other aids.

When writing the talk keep it clear and concise. Plan a good, attention-grabbing introduction, a middle that explains the main point or points; and a conclusion. Choose words with the audience in mind. Use personal examples and stories in the talk whenever possible. Make sure stories help to emphasize or support the point. People enjoy listening to stories.

Practise

Many people are good speakers, but most weren't born that way. What's the key to their success? Practise. Everyone who speaks well rehearses speeches and presentations ahead of time and asks others for their feedback. Practising presentations in front of a mirror is also helpful because it gives hints on how to improve posture, body language and gestures.

Know the material very well by rehearsing the finished talk aloud several times. This will also help to ease nerves.

Using notes are fine but knowing the talk well means that there will be more connection with the audience, better eye contact and better flow of the speech.

Plan body and hand positions. During rehearsal look for occasions where gestures can be used. Rehearse from different positions on the stage. Rehearse with deliberate changes of stance. Speakers should be position so that an audience can see them; not hiding behind the lectern.

Get rid of distracting mannerisms like:

- finger tapping;
- lip biting or licking;
- toying with coins or jewellery;
- frowning;
- adjusting hair or clothing;
- head wagging.

These prevent people from concentrating on what you're saying and may cause laughter where it is not needed.

Handout 1 (contd.)

Guards/Rangers

Delivery

Fear and anxiety are perfectly normal. Acknowledge this. To reduce any fear encourage members to properly and thoroughly prepare. Proper preparation and rehearsal can help to reduce this fear by about 75 percent. Proper breathing techniques can further reduce this fear by another 15 percent. Mental state accounts for the remaining 10 percent.

Encourage members to use natural humour but not fall into a comic routine. Be sure NOT to target or make fun of anyone in the audience. Remind members that people will laugh with you when you poke fun at yourself but don't over do it.

Eye contact is the cement that binds speakers and their audiences together. When speaking eyes involve listeners in the talk. Only by looking at listeners as individuals can a speaker convince them that they are sincere and are interested in them, and they care whether the audience accepts the message. Eye contact can also help overcome nervousness by making an audience a known quantity. Effective eye contact is an important feedback device that makes the speaking situation a two-way communication process. By looking at the audience, a speaker can determine how they are reacting. Effective speakers develop the ability to gauge the audience's reaction and adjust their speech accordingly.

When speaking, speak clearly (that is, pronounce words and all the letters in them), project your voice (which doesn't mean shouting but does mean speaking up) and use pauses (there's no need to rush through a talk and doing so only means that the audience can't hear and understand what is being said).

Movement

Moving forces people to focus and follow you. The way the speaker walks from the seat to the position is very important. When being introduced, speakers should appear eager to speak.

Walk confidently; pause at the lectern or to place notes or aids for a few seconds, then move out from behind the lectern.

A speaker should take a deep breath and smile before beginning; be careful not to stand too close to, nor move beyond, the people in the front row; be careful not to walk too much. Walking can be an effective way to stress an important idea but pacing is distracting therefore any walk or movement should be purposeful and intentional. When standing still, maintain good posture. Stand up straight.

Nerves

Nothing will relax you more than to know you are properly prepared. Below are six steps to reduce anxiety.

Know Your Material. If you are not familiar with the material nervousness will increase. Members should practise and revise until they feel they know the speech.

Learn How to Relax. Ease tension by doing exercises. Sit comfortable with a straight back. Breathe in slowly, hold breath for four to five seconds, then slowly exhale. To relax facial muscles, open the mouth and eyes wide, then close them tightly.

Visualisation. Imagining the successful scenario can ease many nerves. Imagine walking confidently as the audience applauds; imagine speaking with a clear, strong, loud voice; image applause at the conclusion of the speech; imagine success.

Realise People Want the Speaker To Succeed. All audiences want speakers to be interesting, stimulating, informative and entertaining. They want you to succeed.

Don't Apologise For Being Nervous. Most of the time nervousness does not show at all. Apologising for nervousness will only be calling attention to it.

Concentrate on the Message. Nervous feelings will dissipate if the speaker focuses attention on the message and audience.

Handout 2

Guards/Rangers

BAD EXAMPLE

Hi I'm looking for some information about managing change. What this? How it works? Could you also give me some examples about that topics and a small text dealing about that? Thanks in advance.

GOOD EXAMPLE

Dear Barbara and Michael,

I was looking at your website and thought you might be interested in submitting an article, 500-700 words, for our new online newsletter, Working Spirit: for those of us who are unwilling to 'leave our souls in the parking lot' during the work week.

The first issue of Working Spirit is tabled to be delivered to over 10,000 CEOs, managers and HR people in corporations all over the country in early September. We intend to introduce principals of spirituality and values-based management techniques to CEOs, HR people, and other corporate professionals. Suzie Orman is the featured interview for the first issue.

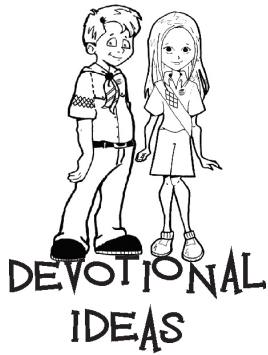
Working Spirit is produced by Brush Dance, Inc. We are a leading publisher of greeting cards, journals, calendars, and gift items for the Mind, Body, Spirit community. Currently, Brush Dance products are sold in 2,000 stores throughout the United States, including national outlets such as Barnes & Noble (our cards are the number one seller in Barnes and Noble nationwide), Bed Bath & Beyond, Whole Foods, Papyrus and Borders.

I hope to hear from you soon regarding the newsletter and article possibilities. Perhaps you'd like to exchange links as well.

Sincerely,

Randy Peyser Editorial Director, Brush Dance, Inc.

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Devotional Ideas



1. **Title:** Actions
Bible: Romans 12:9 - 18
Thought: Love others
Supplies: Bible, **Leader's Resource 3**, scenarios of interaction between people written on cards

Have the scenarios written on cards so members can read them. Ask members (in pairs or individual) to mime/act the scenarios and the rest of the group to identify what is happening. As each one is mimed have a member write up a descriptive phrase, i.e. caring for friends.

After the scenarios are mimed look at the phrases written and identify the interaction words. Make two lists – the first list words that connect us with people; the second those that separate us.

i.e.	Connecting	Separating
	sharing	ignoring

Read Romans 12:9 - 18 and ask what is the Biblical way of acting. Finish with prayer – asking for forgiveness, because we don't always act with love; we forget that our actions and speech connect us to people.

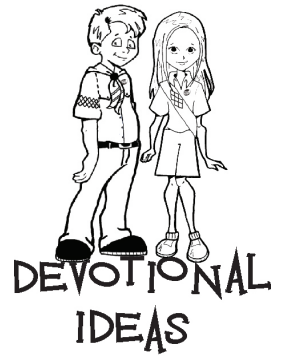
Devotional Ideas



- 2. Title:** Mind your language
Bible: Psalm 34:13; Proverbs 12:18
Thought: There is often a better way to speak
Supplies: Bible, **Leader's Resource 4**

Have members choose a card and respond to the situation. This response should be the first thing they think of – (*possibly not the way we should react*). Members keep this card for a second response but don't tell them yet. Then bring out cards that say patience, compromise, gentleness and other qualities that we should aspire to. Ask members to respond to their card again this time thinking about the qualities on the cards. This second response should be thought about and reflect how we should react.

Read the Scripture passage and confirm with members that this is God's direction to us on how to speak. Remember that we need to think before we speak to avoid saying things that are not clean and pure. Pray with members asking God to remind them to speak with purity as in our law. Recite the Law. I will be clean in thought, word and action.





Devotional Ideas



3. Title:

Listen to Jesus

Bible

Mark 1:16 - 20

Thought:

Too often when we pray we do all the talking

Supplies:

Bible, space for devotion – chairs, beanbags

This devotion gives an opportunity to listen to what God might be saying. Too often when we pray we do all the talking and forget to stop and listen for a reply. Get members to make themselves as comfortable as possible. You may like to use soft lounge chairs or bean bags or have members lying on the floor.

Read Mark 1:16 - 20.

Then read and allow members to imagine the following:

Take yourselves back 2000 years to the time of Jesus. Imagine you are in a boat on the sea of Galilee.

Picture the cliffs around the lake ... the shimmering sea ... and the little wavelet across the surface of the water.

Watch and listen to the waves breaking against the boat ... feel the gently movement of the rocking of the boat ... feel the wind tussle your hair and the spray from the water in your face.

Turn your head up towards the sun and feel its warmth ... listen to the sound of the creaking boat ... the sound of the wind..

The boat is heading towards a sandy beach you can just make out the figures on the beach. Watch as the boat moves closer to the shore. You can see a man on the beach. ... He appears to be waving to you; you watch him closely. As the boat approaches the beach you can see him clearer. Picture what he looks like.

The boat reaches the beach. You get out. Feel the sand under your feet ... you heave the boat up firmly onto the beach. The man beckons to you to come over to him. You are now close enough to see that it is Jesus. You know that he knows what is on your mind at the moment. He speaks to you. ... Listen to what he says. ... You answer him and continue the conversation in your head. *(Allow a short time of silence for this conversation.)*

You finish the conversation with Jesus and slowly bring yourself back to the present.

Pray with members: Thank you Lord for Jesus, the one who has given us everything. Thank you for the opportunity to bring our cares and problems to you. Help us to pause and hear your answers. Help us to become the people you planned. Help us to be make the right decisions.