

Coaching Ready Speakers



Helping your student get ready to speak

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Coaching Ready Presentations

The purpose of coaching is to develop competence and character in a speaker for the purpose of connecting with audiences.

— From the Navigator Curriculum

SAFETY NOTE: Coaching is most successful when done in a safe environment. Safety is where failure and mistakes happen without negative emotions and an abundance of encouragement is present .

Competence is produced as students practice public speaking skills, receive feedback and then use that feedback to improve their presentations. This process produces polished speeches that can then be taken into the community. When repeated over and over using self-evaluation insights and coaching feedback, speakers become more confident and willing to speak.

Character traits such as humility, being teachable, and being concerned for an audience are developed as students learn to receive feedback and use it to improve their presentations. Providing feedback for others that is considerate, truthful and specific also develops **character**.

Connections that are safe and encouraging are essential when practicing speeches, regardless of the skill level of the speaker. There is a sense of unity here because students are working together toward a common goal – to be effective, authentic communicators.

The overarching principle for all coaching is
ICC Standards and Practices:

S.O.A.P - Respect for Sources, Others, Authority and Platform.

In the context of coaching, students show respect for **sources** when they learn how to give credit to the authoritative resources they have used. They show respect for **others** when they incorporate feedback. Respect for **authority** is shown when students listen and receive feedback from parents or chapter leaders, regardless of age. Students show respect for the **platform** when they arrive on time and prepared for coaching. *If respect in any of these areas is not present, it needs to be addressed right along with the mechanics and content of a presentation.*

Everyone is qualified to give feedback.

We naturally evaluate every time we listen to someone speak. We know when someone is speaking too quickly or not speaking clearly because they're hard to understand. When someone speaks too softly it's hard to hear what they're saying. We all enjoy a speaker who smiles and makes their voice interesting by varying the tone and volume. These are the things you will look for as you help students take those first steps to make their presentations as effective as possible.

Coaching begins at home with parents giving initial feedback.

After students use parent feedback to improve their speech, they present it in small group time. Some may also present it later in the large group. Students ages 11 -18 who are working through YSG can participate in ICCFS Tournaments and get feedback from members of the community. Feedback from a wide range of audiences makes presentations more effective and the continued practice makes speakers more polished.

Giving feedback is done in a variety of ways, depending on the student. It should always begin by asking the student for their own observations. This trains them to be self-aware so they can begin to make corrections themselves.

For novice speakers, use the Sandwich Method.

1. After the student has presented their speech ask them what *they* thought they did well. Affirm their observations and add any of your own.
2. Next, ask what *they* think they could work on to make their speech even better. Do they know what to do to make that improvement? Then share an improvement you think would make the biggest difference in their presentation. There may be many things you notice but you will only give them one (possibly two if they're older and want more feedback). The goal is not to let them get discouraged.
3. Finish by reminding them of what they did well and encourage them to continue doing those things.

For more experienced speakers, use the Sandwich Method but be more specific.

1. After the student has presented their speech ask them what *they* thought they did well. Affirm their observations and add any of your own, reminding them of what they've already learned and are doing well.
2. Next, ask what *they* think they need to improve to make their speech even better. Then provide very specific feedback for both mechanics and content.

Coaching Notes:

It is very helpful to have someone recording the feedback for the speaker so they can focus on what is being said.

Presentations do not need to be fully memorized to receive coaching. It is often easier to incorporate feedback into a presentation that has not been fully memorized because old patterns are harder to change.

A leader should oversee feedback when coaching is done in a group. After the student presents her speech, the leader should ask several students to share what the speaker did *well*. Then the leader can ask for limited feedback from select students about what the speaker could improve. The leader himself could be the only one to give this feedback if he is concerned about the feedback that might be given.

Communicators for Christ

Each presentation must be coached and rehearsed several times before it is taken into the **community**. This enables the speaker to receive feedback to make improvements so he is able to deliver a high-quality presentation to his audience. After each coaching session, parents review the feedback and help the student incorporate it into the presentation before it is presented again.

– It is important that the speaker feels appreciated and encouraged at the end of any coaching session - regardless of how experienced they are!

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Ready to Speak