COMMON TRAINING

PROFICIENCY LEVEL THREE

INSTRUCTIONAL GUIDE

SECTION 8

EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the list of topics located at Annex AE and the verbal presentation feedback form located at Annex AF for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about public speaking.

An interactive lecture was chosen for TP 2 as it allows the instructor to explain the expectations of the cadets for the one-minute verbal presentation.

A practical activity was chosen for TP 3 as it is an interactive way to help the cadets develop effective-speaking skills in a safe and controlled environment.

INTRODUCTION

REVIEW

Review EO M309.03 (Describe Effective-Speaking Techniques, Section 3).

OBJECTIVES

By the end of this lesson the cadet shall have delivered a one-minute verbal presentation.

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.

IMPORTANCE

It is important for cadets to practice effective-speaking techniques because this will develop the skills required to present information and build the self-confidence needed to speak in front of others.

Teaching point 1 **Review Effective-Speaking Techniques**

Time: 15 min Method: Group Discussion

BACKGROUND KNOWLEDGE



The purpose of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

ELEMENTS OF VOICE CONTROL

One of the most important and effective tools of communication is voice control. The ability to use voice control to communicate effectively and place emphasis on important information is a fundamental skill that will be used while in front of an audience.

Pitch. How high or low a voice is. A change in pitch usually does not add any significance to a message however a pitch change will be noticed by the audience and will keep people involved.

Tone. The quality of the sound of a voice. Effective communicators will often change the tone of their voice to give emphasis to a single word or phrase to convey emotion and conviction.



Monotone. A sound without change of pitch or tone.

Volume. The quantity or power of sound or fullness of tone. A change in volume often signifies emphasis on a particular phrase or point. Environmental factors such as outside noise and room size must be taken into consideration to ensure the audience can hear the message being sent.

Speed. The rate or rapidity in which words are spoken. Speaking too fast or too slow can be distracting to an audience. It is important to communicate at a pace that ensures the audience can understand every word being said.

Pause. A break in speaking or reading. A pause is an important part of the communication process. A pause gives the audience an opportunity to digest what has been said and to ask questions. A pause is also an effective way to announce a change in subject or an important point.

Articulation. The clear and distinct pronunciation of a word. It is important to properly pronounce and articulate words to ensure the audience can understand the message being sent.

ELEMENTS OF PHYSICAL PRESENCE

It is estimated that 93 percent of the total meaning of a message comes from non-verbal communication and only 7 percent of meaning comes from the words themselves. Being aware of physical presence and its effect on a message being sent is an important element of effective communication.

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.

Body Language

Body language or non-verbal communication is the process of communicating through conscious and unconscious gestures and expressions. Understanding that body language affects how a message is received and interpreted is an important tool for communicating effectively.

Facial expressions. While 93 percent of the total meaning of a message comes from non-verbal communication, most of that meaning is communicated by the eyes, eyebrows and mouth. The movement of the eyes, eyebrows and mouth can result in an infinite variety of expressions to complement the spoken word. It is important that facial expressions match the tone of the message being sent to create emphasis and believability. A smile is the most important of all facial expressions. A smile adds sincerity to a message and will add to the likeability of the individual in front of the audience.

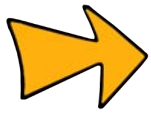
Eye Contact. Maintaining eye contact is an effective way of engaging an audience and building interest. Pausing two or three seconds on each member of the audience will make them feel as though they are involved in a one-on-one conversation. It is important to look at the entire room and scan from left to right, back to front.



Look for friendly, sympathetic faces to gain confidence and ease nervousness.

Gestures. The combination of hand, arm and shoulder movements can make a wide variety of gestures that can help add meaning to a message. Effective communicators will let their hands and arms move naturally to help give emphasis and emotion to a message. It is important not to point directly at members of the audience or let gestures become distracting.

Movement. Being aware of movement while in front of an audience is very important to communication. Movement will keep listeners engaged and interested in what is being said. Moving around the front of the room, toward and away from an audience and from side to side can help emphasize points. Too much or frantic movement can become distracting and will affect how a message is received.



Hands placed in pockets are typically a sign of nervousness or overconfidence.

Dress and Deportment

Effective communicators are constantly aware of their dress and deportment. Audiences will react differently to an individual who is well dressed and acts professionally when in front of them, than an individual who is poorly dressed and acts unprofessionally.

Dress. Effective communicators will always appear in clean, well-pressed and appropriate attire. Dressing appropriately for the event will help create confidence and credibility.

Deportment. An audience that sees an individual as being prepared, on time, appropriately dressed and confident will be much more receptive, than to an individual who is unprepared, late, poorly dressed and nervous. The most important element of deportment is displaying an interest in the subject; this will be noticed by the audience and will generate interest in the presentation.

PREPARATION

Effective speaking preparation is the most critical component of effective communication. Preparation will help ensure confidence, control nervousness and increase the likelihood of success when in front of an audience.

The following are the steps to effective-speaking preparation:

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.

1. **Practicing.** Proper rehearsal will aid in memorizing content, which will allow for more eye contact and movement while in front of an audience. Memorizing the introduction and conclusion are the two most critical elements; a strong introduction will aid in gaining confidence and will draw the interest of the audience, a strong conclusion will aid in leaving a lasting impression on the audience. If possible, practice in front of a small group, speak aloud even when practicing alone and always practice while standing.

2. **Controlling Nervousness.** The feeling of nervousness prior to speaking in front of a group is normal and often can help if channeled effectively. The following actions can be taken to control nervousness:

   a. **Room Layout.** Become familiar with the layout of the room prior to speaking.

   b. **Materials.** Ensure notes, handouts and presentation aids are organized.

   c. **Equipment.** Ensure any equipment being used is in working order and ready to use.

   d. **Practice.** Spend time going over notes and rehearsing content.

   e. **Attitude.** Enter the room with a smile and a positive and confident attitude.

   f. **Breathing.** Take a deep breath before entering the room. Slow down the delivery if necessary and breathe from the diaphragm while speaking, not from the chest.

3. **Identifying a Friendly Face.** While walking in front of an audience, identify a friendly face. Making eye contact with a friendly face while beginning to speak will often give confidence while beginning the introduction and ultimately lead to success when addressing an audience.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

Q1. How can voice be varied to maintain class interest?

Q2. How does physical presence affect how a message is received?

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.

Q3. What is one of the most important elements of deportment?

Q4. What are some ways for controlling nervousness?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

Teaching point 2 **Explain the Expectations of the One-Minute Verbal Presentation**

Time: 10 min Method: Interactive Lecture

EXPECTATIONS OF THE ONE-MINUTE VERBAL PRESENTATION

The expectations of the one-minute verbal presentation are to practice the following skills:

1. using effective speaking techniques to communicate ideas; and
2. speaking clearly and confidently in front of a group of peers.

Instructions

1. Each cadet is required to deliver a one-minute verbal presentation on a topic chosen from the list located at Annex AE.

2. Each cadet is permitted to use one piece of paper not larger than 8 1/2 inches by 11 inches for outline notes. Cadets are not permitted to read their presentations directly from the paper.

3. Cadets will not be given assistance during their presentations other than the signal from the timekeeper.

4. Cadets will be given feedback using the feedback form located at Annex AF. The feedback positively emphasizes what the cadet did well and areas for improvement.

5. Aids such as a podium, OHP or flip charts should be made available (where possible), if requested by the cadet, prior to the presentation.

6. A timekeeper will be present to signal the cadet when they are nearing the one-minute mark.



Hand out the list of topics located at Annex AE and have the cadets choose what topic they will speak about.

Hand out the Verbal Presentation Feedback Form located at Annex AF to each cadet and discuss how it will be used.

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. What is the aim of the one-minute verbal presentation?

Q2. When should aids required for the presentation be requested?

ANTICIPATED ANSWERS

A1. To practice the skills for effectively communicating ideas by speaking clearly and confidently.

A2. Prior to the presentation.

Teaching point 3 **Conduct an Activity Where the Cadets Will Deliver a One-Minute Verbal Presentation**

Time: 25 min Method: Practical Activity



This activity should be conducted on a separate training night from TP 1 & 2 to allow the cadets an opportunity to prepare their verbal presentations.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets deliver a one-minute verbal presentation.

RESOURCES

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Other presentation aids as requested by the cadets, and
- Verbal Presentation Feedback Form.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



During the activity:

- Use the Verbal Presentation Feedback Form located at Annex AF to record feedback on what the cadet has done well and areas for improvement.
- Ensure that the requested presentation aids are available prior to the start of the activity.
- Ensure that a timekeeper is present to signal the cadets when they near the one-minute mark. If the cadets go over time, note this in their feedback. Abruptly cutting them off may be more damaging than the negative feedback.

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.

1. Brief the cadets on the following instructions for this activity:

   a. Each cadet is required to deliver a one-minute verbal presentation on a chosen topic.

   b. Each cadet is permitted to use one piece of paper not larger than 8 1/2 inches by 11 inches for outline notes. Cadets are not permitted to read their presentations directly from the paper.

   c. No assistance will be provided.

2. Determine the order in which the cadets will deliver their presentations.

3. Have each cadet deliver a presentation. At the end of the presentation, provide one-on-one feedback to the cadet using the Verbal Presentation Feedback Form (Annex AF). Have the next cadet prepare for their presentation while the one-on-one feedback interview is in progress.



Instructions for the one-on-one feedback interview:

(1) Conduct in a private setting.

(2) Put the cadet at ease.

(3) Ask how they think they did.

(4) Ask what they think went well. Discuss two positive points about their presentation.

(5) Ask what they think needs improvement. Discuss two areas for improvement.

(6) Finish the feedback interview on a positive note.

Positive feedback is essential and should take into account that this may be the first time the cadet has delivered a prepared presentation in front of a group.

4. Continue until all the cadets have had the opportunity to present.

5. Summarize the common feedback for the group and discuss how to improve the presentations.



It is essential that the cadets leave the lesson with a positive attitude.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in a one-minute verbal presentation will serve as confirmation for this TP.

END OF LESSON CONFIRMATION

The cadets' participation in a one-minute verbal presentation will serve as confirmation for this lesson.

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Practicing effective speaking techniques in front of peers will build self-confidence and develop presentation skills needed for instructing cadets.

INSTRUCTOR NOTES/REMARKS

TP 3 should be scheduled on a separate training night after TPs 1 and 2 have been conducted.

This EO should be scheduled after EO M309.03 (Employ Effective Speaking Techniques, Section 3) and before EO M309.06 (Plan a Lesson, Section 6).

REFERENCES

C1-133 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.

Unofficial convenience copy of A-CR-CCP-803/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-803-PF-001/A-CR-CCP-803-PF-001.pdf.
Verify against the official publication.