

Public Speaking
Public Speaking is an entry-level marking period course taken by 7th graders as an integrated arts class.

Essential Skills/ Understandings

- Public speaking skills can be used in many aspects of academic areas and professions.
- Employing effective eye contact can make presentations more effective.
- Using good diction, volume, and inflection can help anyone make a memorable impression during presentations.
- Poise is an essential element of good public speaking.
- Observing others giving their speeches allows the opportunity to critique and identify desirable traits.
- Effective public speaking skills lead to enhanced confidence in the individual.
- The planning and writing process is essential to producing effective presentations.
- The role of a supportive, active audience is an integral component of the class.
- The skill of listening for main ideas and note taking can be used in many aspects of academic areas and professions.

Mastery Objectives

- Students will have opportunities to learn the language of public speaking and apply this vocabulary to their own presentations.
- Students will learn the process of creating effective speeches and presentations through the preparation process including: brainstorming, outlining, note cards, multi-media presentation creations, practicing, timing and rubric adherence.
- Students will learn the responsibility of being the support of an active audience.
- Students will have opportunities increase their comfort level by speaking in front of groups of various sizes.

Essential Questions

- How can public speaking class help us in the future?
- How do public speaking skills impact the effectiveness of a speech?
- How can one successfully employ the voice quality characteristics (volume, enunciation, and pacing) in real life, academic, and professional settings?
- What are desirable traits of public speaking and how do they impact our planning, development, writing, and presentation?
- What are different kinds of presentations?
- When are the different kinds of presentations utilized?
- How can being an active and supportive audience member develop social skills?
- How can one identify main ideas of a presentation?
- What is essential in recording main ideas?
- What is included in effective verbal and written critique?
- How can critique and rubric reflection be applied to future presentations?

Standards

Comprehension and Collaboration:
CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.SL.7.2

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-LITERACY.SL.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [herefor](#) specific expectations.)

Materials and Resources

Teacher Resources:

[Speakers' Club: Public Speaking for Young People](#)

Speak Out! Debate and Public Speaking in the Middle Grades

Toastmasters International

Class resources and materials are teacher created.

Digital camcorders use to record student presentations for self-reflection.

Student resources: PowerPoint, Prezi, Internet (research for presentations)

Speech Types

- Introduction
- How-To
- Informative
- Persuasive
- Entertaining
- Impromptu/Improv

Instructional Activities

Introduction Speech

- Introduce components of this type of speech & provide a sample speech
- Introduce grading rubric & desired traits
- Brainstorm topics & details for speech about themselves
- Partner feedback activity
 - Switch papers and label which topics are either: interesting, something that needs more explanation, not appropriate for school, and/or OK.
- Outline: Use brainstorm & partner feedback to decide on three main topics that will be shared
 - Teacher model whole class, then guided & independent practice
 - Attention grabber
 - Introduction
 - Transitions
 - Main Points & details
 - Strong closing
- Write the speech: Use the outline to write a five paragraph essay format
- Partner Practice: Pair up students for partner/small group practice
 - Use timers to ensure time requirement adherence
 - Partner feedback
 - Edit speeches as needed
- Introduce components of being a Supportive Audience
 - Listen with eyes, ears and shoulders
 - Speak kindly and supportively before, during and after a speech is given
 - Constructive comments and questions
- Introduce components of Listener Response Journal
 - Critical listening skills
 - Model note-taking skills
 - Daily Reflections
 - Self-Reflections

How-To

- Introduce components of this type of speech & provide three sample speeches from
 - <http://www.youtube.com/watch?v=gGrhOARv2Ww>
 - <http://www.youtube.com/watch?v=i8k5Ea7HcjM>
 - <http://www.youtube.com/watch?v=VIR-PDkpx0U>
 - Whole class discussion & generate list of positive vs. negative traits
- Review grading rubric & desired traits
- Brainstorm topics, get approval & write details for speech
- Partner feedback activity
 - Switch papers and label which topics are either: interesting, something that needs more explanation, not appropriate for school, and/or OK.
- Outline: Use brainstorm & partner feedback to decide on steps that will be modeled
 - Teacher model whole class, then guided & independent practice
 - Attention grabber
 - Introduction
 - Transitions
 - Main steps & details
 - Strong closing
- Write the speech: Use the outline to write notecards (5-7)
 - Teacher model whole class, then guided & independent practice
 - Main ideas, not complete sentences to avoid reading word-for-word during speech delivery
- Partner Practice: Pair up students for partner/small group practice
 - Use timers to ensure time requirement adherence
 - Partner feedback
 - Edit speeches as needed
- Review components of being Supportive Audience
 - Listen with eyes, ears and shoulders
 - Speak kindly and supportively before, during and after a speech is given
 - Constructive comments and questions
- Review components of Listener Response Journal
 - Critical listening skills
 - Model note-taking skills
 - Daily Reflections
 - Self-Reflections
- Introduce checklist of desired traits to score each speech on a scale of 1-10

Informative

- Introduce components of this type of speech & provide sample speech
- Brainstorm topics, get approval, write details for speech and research as needed
- Partner feedback activity
 - Switch papers and label which topics are either: interesting, something that needs more explanation, not appropriate for school, and/or OK.
- Outline: Use brainstorm & partner feedback to decide on steps that will be modeled
 - Independent practice

- Attention grabber
- Introduction
- Transitions
- Main Points & details
- Strong closing
- Introduce components of desired traits of Power Point/Google slides presentations
 - Review grading rubric
 - View and discuss sample presentation
- Type the speech: Use the outline to create Power Point or Google Slides
 - Teacher model whole class, then guided & independent practice
 - Main ideas, not complete sentences to avoid reading word-for-word during speech delivery
 - Add graphics, transitions, slide design and appealing font/format for the audience
- Write notecards to use during the presentation (5)
 - Independent practice
 - Main ideas, not complete sentences to avoid reading word-for-word during speech delivery
- Partner Practice: Pair up students for partner/small group practice
 - Use timers to ensure time requirement adherence
 - Partner feedback
 - Edit speeches as needed
- Continue Supportive Audience
- Continue components of Listener Response Journal
 - Critical listening skills
 - Model note-taking skills
 - Daily Reflections
 - Self-Reflections
 - Use checklist of desired traits to score each speech on a scale of 1-10

Persuasive

- Introduce components of this type of speech & provide sample speech
 - <https://www.youtube.com/watch?v=KYtm8uEo5vU>
 - Whole class discussion & generate list of positive traits
- Student development of topics that impact their lives. Examples: School uniforms, phones in school, mandatory participation in extra-curricular activities, etc.
- Partners and topics will be assigned; students will decide to argue for or against their topic (pro or con)
- Brainstorm a general thesis statement, get approval & write details for speech
- Partner feedback activity
 - Students are instructed not to work with their topic partner for this
- Outline: Use brainstorm & partner feedback to decide on three main points and write an outline
- Review components of desired traits of Power Point/Google slides presentations
 - Review grading rubric

- Type the speech: Use the outline to create Power Point or Google Slides
 - Independent practice
 - Main ideas, not complete sentences to avoid reading word-for-word during speech delivery
 - Add graphics, transitions, slide design and appealing font/format for the audience
- Write notecards to use during the presentation (3)
 - Independent practice
 - Main ideas, not complete sentences to avoid reading word-for-word during speech delivery
- Partner Practice: Pair up students for partner/small group practice
 - Use timers to ensure time requirement adherence
 - Partner feedback
 - Edit speeches as needed
- Continue Supportive Audience
- Continue components of Listener Response Journal
 - Critical listening skills
 - Model note-taking skills
 - Daily Reflections
 - Self-Reflections
 - Use checklist of desired traits to score each speech on a scale of 1-10
 - Decide which speech persuaded you more

Entertaining

- Introduce components of this type of speech
- Whole class discussion & generate list of positive vs. negative traits
- Review grading rubric & desired traits
- Brainstorm topics, get approval & write details for speech
- Partner feedback activity
 - Switch papers and label which topics are either: interesting, something that needs more explanation, not appropriate for school, and/or OK.
- Self-Created Outline: Use brainstorm & partner feedback to decide on steps that will be model. Use past examples of outline to develop own speech outline.
 - Teacher model whole class, then guided & independent practice
 - Attention grabber
 - Introduction
 - Transitions
 - Main steps & details
 - Strong closing
- Write the speech: Use the outline to write notecards (1)
 - Teacher model whole class, then guided & independent practice
 - Main ideas, not complete sentences to avoid reading word-for-word during speech delivery
- Partner Practice: Pair up students for partner/small group practice
 - Use timers to ensure time requirement adherence

- Partner feedback
- Edit speeches as needed
- Review components of being Supportive Audience
 - Listen with eyes, ears and shoulders
 - Speak kindly and supportively before, during and after a speech is given
 - Constructive comments and questions
- Review components of Listener Response Journal
 - Critical listening skills
 - Model note-taking skills
 - Daily Reflections
 - Self-Reflections
 - Desired traits to score each speech on a scale of 1-10

Impromptu/Improv

- Introduce components of this type of speech
- Whole class discussion & generate list of positive vs. negative traits
- Review grading rubric & desired traits
- Brainstorm topics, get approval & write details for speech
- Self-Created Outline: Use brainstorm & partner feedback to decide on steps that will be model. Use past examples of outline to develop own speech outline.
 - Teacher model whole class, then guided & independent practice
 - Attention grabber
 - Introduction
 - Transitions
 - Main steps & details
 - Strong closing
- Write the speech: Use the outline to write notecards (1)
 - Teacher model whole class, then guided & independent practice
 - Main ideas, not complete sentences to avoid reading word-for-word during speech delivery
- Partner Practice: Pair up students for partner/small group practice
 - Use timers to ensure time requirement adherence
 - Partner feedback
 - Edit speeches as needed
- Review components of being Supportive Audience
 - Listen with eyes, ears and shoulders
 - Speak kindly and supportively before, during and after a speech is given
 - Constructive comments and questions