

Stage 2 Public Speaking



Objective

A clear confident speaking voice is an essential life skill that fosters self-esteem and personal confidence. The aim of the program is to:

- help children to develop confidence and build up their self-esteem.
- create opportunities for children to present speeches to a familiar audience.
- show them how to use palm cards.
- make eye contact with the audience.
- help them develop a good pace and correct volume for the room.
- spend time listening and critiquing to others speeches

Outcomes

- EN2-1A
communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
- EN2-2A
plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language
- EN2-6B
identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and feature
- EN2-10C
thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

- EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own
- EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

Quality Teaching Framework		
High Expectations (HE)	Social Support (SS)	Students' self-regulation (SSr)
Student direction (SD)	Background Knowledge (BK)	Cultural Knowledge (CK)
Knowledge Integration (KI)	Inclusivity (I)	Connectedness (C)
Narrative (N)	Explicit quality criteria (EQC)	Engagement (E)
Deep Knowledge (DK)	Deep Understanding (DU)	Metalanguage (M)
Substantiative Communication (SC)	Higher-order thinking (HOT)	Problematic Knowledge (PK)

How the quality Teaching framework is met through this program

Intellectual quality Examples of using this public speaking program to support intellectual quality

Deep knowledge Each section covers a range of key concepts.

Deep understanding Tasks provide opportunity for students to demonstrate knowledge or applying learning through actions.

Problematic knowledge By studying a range of speeches, including impromptu speeches, students recognise that speakers approach topics from different viewpoints and use language and other techniques to help communicate their ideas and opinions to an audience.

Higher-order thinking	Student research, interpret and synthesize information, as part of preparing speeches; communicate and express their opinions to others
Metalanguage	Students use the language of formal public speaking when reflecting on their own speeches and those of others; technical language is defined in pop-up glossary windows.
Substantive communication	Opportunities are provided to discuss and express opinions on issues relevant to students; students interpret and reflect on their own speeches and those of others.

Quality learning environment

Examples of using this public speaking program to support quality learning environment

Explicit quality criteria	Clear criteria are provided, for example, by providing an assessment guide to inform students about the learning they are expected to demonstrate.
Engagement	The resource contains Flash interactives as well as video components; students activities have relevance for the student
High expectations	The resource addresses literacy and a range of concepts in terms of challenge and level of difficulty;
Social support	The resource covers issues about which some students may have firm opinions. Encourage open discussion of impromptu topics, ensuring that a range of viewpoints are presented.
Students' self regulation	The resource contains scaffolded activities and others where the degree of scaffolding is minimal, encouraging independence.
Student direction	Students can take varied pathways within each section of the resource; choose their own topics to research for prepared speeches; make their own interpretation of impromptu speech topics

Significance

Examples of using this public speaking program to support significance

Background knowledge	Students have an opportunity to reflect on their prior public speaking experiences.
Cultural knowledge	Students may discuss how different social groups may hold different attitudes towards appropriate behaviour when talking in public.

Knowledge integration

There are opportunities to incorporate substantive knowledge from multiple subject disciplines as topics

Inclusivity


Students are encouraged to see that most people will be called on to speak in public at different times in their lives.

Connectedness

Student learn skills and knowledge applicable in their school life and, through adult modelling, see this as a real experience in the world outside school.

Narrative

Students follow four students through the stages of a public speaking event.

Learning Sequence	Teaching and Learning Activities	QY	Reflection
<p>1</p> <p>Pre-Unit Survey (10 minutes)</p>	<p>OBJECTIVE: This pre-unit survey addresses comfort levels and gives students the opportunity to share anything they want their teacher to know before beginning a unit like public speaking.</p> <p>WALT: Identify student comfort levels in public speaking</p> <p>Deliver the Survey: One or two days before public speaking begins, administer the quick public speaking activity in appendix 1. Ask students to use the back of the survey to write anything they think you should know before the public speaking unit begins. Tally responses and find the percentages of how many students have the same “greatest public speaking fears.”</p>	<p>HE SD SSr I BK</p>	
<p>2</p> <p>Breakin’ ‘Em In</p>	<p>OBJECTIVE: to practise looking at people while you speak and experience people really listening to you.</p> <p>WALT: Identifying strengths in ourselves and others</p> <p>Before Students Arrive: Using the percentages of how many students have the same “public speaking fears,” and write them all over the white board. The picture below is how I chose to display the percentages:</p>  <p>Once students arrive, ask them to take a look at the board. Tell them that they weren’t alone in their public speaking fears. In every classroom, there was not one person who had a fear that no one else had. Therefore, during this unit, it is important to remember that everybody has public</p>	<p>DK DU PK HOT M SC EQC E HE SS SSr SD BK CK</p>	

speaking fears, and it is very important that they support one another. No negative comments will be tolerated, and everyone will applaud after every speech.

Really listening

1. Choose a partner to work with.
2. Think of a topic you know a lot about (for example, your family or friends, your pets, a sport or sports person, your favourite place).
3. Speak for half a minute about your topic while your partner models 'really listening'- no interrupting, comments or eye rolling.
4. Swap roles.
5. Discuss how it felt to be really listened to and how it felt to look at someone while talking for a long period of time. Discuss the listener's experience: Did they actually listen? How did they show they were listening? How did the speaker know they were listening?

Cultural note

Culture

The way we communicate with others is influenced by our culture. For example, some cultures may regard maintaining 'eye contact' as disrespectful.

Can you think of any ways that your cultural background influences the way you communicate with others?

Remember, when relating to people from other cultures it may be important to modify your speech, tone of voice, body language or even what you wear.

LESSON BREAK IDEAS:

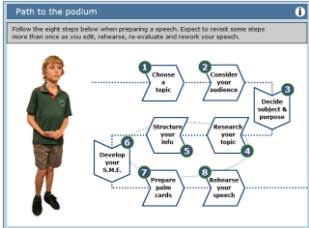
OBJECTIVE: To help students become comfortable in front of the class while pointing out strengths for students to focus on.

The classroom will be divided into two teams (count students off so they must move around). Once students are situated, explain that one student at a time will be asked to go to the front of the classroom. When they

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	<p>reach the front, you will read a topic from an index card (Appendix 2). Students will be timed with the goal of speaking one whole minute without pause about that topic. Explain that going off on “rabbit trails,” or off topic, is okay so long as we can follow their line of thinking. 15 seconds nonstop will be 1 point, 30 seconds is 2, 45 seconds is 3, and one whole minute gets a bonus point with 5 points total. Everybody must applaud after each speech. Explain that this is also an opportunity for the audience to practice appropriate behaviours during speeches. During the game: When a student exhibits a strong public speaking trait, pause after his or her performance and point out what he or she did exceptionally well. If an audience member does something disrespectful, use it as a teaching moment and point out to everybody what behaviour was inappropriate (make sure the perpetrator knows that he or she is not in trouble—unless he or she has done something extremely offensive, You will find that most people are extremely supportive during this game). (Game should take most of the class)</p> <p>After the Game: Ask students if speaking in front of the classroom was as bad as they thought it would be. Discuss questions students may have about the unit.</p> <p>Index cards below may be altered to suit the interests and prior knowledge of your students. Alternatively you may give your students the cards and a few minutes to prepare.</p>		
<p>3</p> <p>Setting Public Speaking Goals</p>	<p>OBJECTIVE: For students to determine what their own goals are for the unit based on what they learn about strong public speaking traits.</p> <p>WALT: to set own public speaking goals</p> <p>Group Brainstorm: In small groups student’s think of someone they consider is a 'good communicator'. It could be a friend, family member, teacher or member of your community or someone you've seen on TV. What qualities help to make that person a 'good communicator'?</p> <p>Show a few minutes of: I Have a Dream, by Martin Luther King, Jr. http://www.teachertube.com/viewVideo.php?video_id=20916 or http://www.youtube.com/watch?v=HRIF4_WzU1w</p> <p>Immediately after, show a few minutes of: Immediately after, show a few minutes of: Achieving Your Childhood Dreams http://www.youtube.com/watch?v=ji5_MgicxSo by Randy Pausch (you may want to skip the first 40 seconds or so, as he does say one inappropriate word). Stop at 7 minutes!</p>	<p>DK DU PK HOT M SC EQC E HE SS SSr SD BK CK KI I</p>	

	<p>After the second speech, discuss what the students listed as strengths of those two very different public speakers. Draw comparisons and bring up differences. Tie the strengths back to the ones they initially brainstormed.</p> <p>Rubric: Pass out a copy of the rubric to the students (appendix 3) Go to: http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public_speaking/speech/lo/2008_136_PS_02/2008_136_PS_02_00.htm go through the 3 M's of public speaking. Go through the rubric, step by step, demonstrating what to do or what not to do (this is an excellent place to add your own sense of humour! Exaggerate and be entertaining!). Tie the traits of the rubric back to MLK or Pausch's performances (For example, ask students, "How did MLK exhibit enthusiasm during his speech?" Model MLK's enthusiasm. Then, "How did Randy exhibit enthusiasm?" Some students may say "push ups." If you feel confident, get down and give 'em twenty! Or two.). Address any questions students may have regarding those traits.</p> <p>Goals: After demonstrating the rubric traits, ask students to write out their personal public speaking goals in their literacy books. Give the following examples (or any other examples you can relate back to the rubric) for those students who struggle with ideas: Maybe you tend to move around a lot when you are in front of an audience, and your goal is to focus on minimizing those body movements. Maybe you are a shy person, and your goal is to make sure you make eye contact during your speeches. Maybe your goal is to gain confidence or be entertaining to your peers. Explain that these goals will be revisited later in the unit, so the students must keep track of where they keep them!</p>	C N	
<p>4</p> <p>Looking at the work of others to help myself</p>	<p>OBJECTIVE: analyse the work of others and reflecting on learning and the learning of others</p> <p>WALT: using the rubric to help with my speech preparation</p> <p>Place students in groups with one marking rubric per group. Have students watch a few times and critique Imogen using the rubric. Identify what she did well and what she may need to improve. Justify answers. http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public_speaking/speech/lo/2008_136_PS_03/applets/ap300_video/vid_imogen.htm</p> <p>After students have marked Imogen, have groups justify their responses. Answer the questions to the right of the video.</p> <p>Discuss the presenter's speech and how she kept going when she made a mistake "part of your blown is stimulated".</p> <p>One aspect of good communication is speaking clearly. But everybody stumbles now and then.</p>	DK DU PK HOT M SC EQC E HE SS SSr SD BK	

	<p>In a group of about four, take it in turns to say the following tongue twisters. Each is to be said twice clearly with correct word pronunciation.</p> <p>Top Ten Twisters</p> <ul style="list-style-type: none"> • Cheap ship trips • Truly plural • A big black bug bit a big brown bear • Canned cod comes completely cooked • Bonnie burned the brown bread badly • Eight grey geese grazing gaily in Greece • Six thick thistle sticks • The sun shines on the shop signs • Tom threw Tim three thumb tacks • Weak writers want white ruled writing paper 	<p>CK KI I C N</p>	
<p>5</p> <p>Preparing your speech</p>	<p>OBJECTIVE: Following the eight steps below when preparing a speech</p> <p>WALT: 8 steps to preparing my speech</p> <p>NOTE: This may take a few lessons</p> <p>Using the link: http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public_speaking/speech/lo/2008_136_PS_02/applets/ap200_interactives/ap205_pathway.htm</p> <p>Discuss the 8 steps to preparing their speech. Provide students with a copy of 'path to podium' I appendix 4 for a reference point. They may wish to take this home or stick in their literacy books.</p>  <p>Select text version for more information for yourself.</p>	<p>DK DU PK HOT M SC EQC E HE SS SSr SD BK CK KI I C N</p>	

	<p>Using to support and show examples: http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public_speaking/speech/lo/2008_136_PS_02/applets/ap200_interactives/ap206_activities.htm As a class complete the speech preparation worksheet for a topic selected as a class.</p>		
<p>6 My speech</p>	<p>OBJECTIVE: Preparing a short speech WALT: Preparing my own speech for multicultural public speaking competition Refer back to: http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public_speaking/speech/lo/2008_136_PS_02/applets/ap200_interactives/ap205_pathway.htm Provide students with laptops or netbooks to research their topics and they may do some work at home</p>	<p>DK DU PK HOT M SC EQC E HE SS SSr SD BK CK KI I C N</p>	

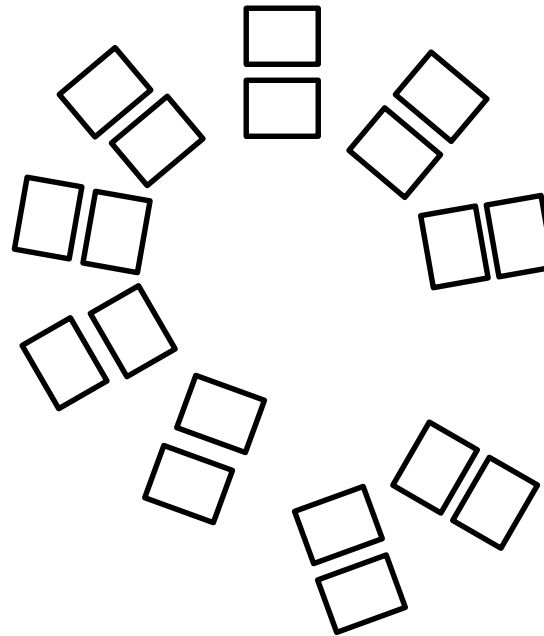
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Practice,
revise,
practice!

OBJECTIVE: To help students learn to analyse speeches while also helping them prepare for their first major speech performance.

WALT: practicing and providing feedback

Set up desks in two circles, one inside of the other, with one desk on the inside circle paired up with one desk on the outside circle (desks should be facing one another). Post the Partner Practice Guidelines on the smartboard (Appendix 6), and place a stack of Partner Practice Rubrics (appendix 7) on each pair of desks for students to fill out during and after each speech. Desks could look like the diagram below:






When students enter the room, place to ones who have already completed writing their speeches and outlines in one of the circled desks, partnering them up randomly. Depending on your classroom rules and personal beliefs, have students who have not completed their homework either A) Sit on the outside ring and constantly be giving students feedback without practicing anything themselves or B) Sit at desks removed from the circle to continue the work they did not finish. Go over the Partner Practice Guidelines,

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	<p>explaining procedures and partner responsibilities. Begin a timer for ten minutes and allow students to begin practice. Walk around, monitoring their progress and commenting on speeches or feedback.</p> <p>Ending lesson: Ask each student who practiced with a peer to write out an “Action Plan,” for this weekend. Have them write down three areas of their speech they are going to revise or revamp before the next class based off the feedback they received from their peers.</p>		
<p>8</p> <p>Final round!</p>	<p>OBJECTIVE: To prepare students for tomorrow’s events and making sure students have implemented peer feedback.</p> <p>WALT: Implementing feedback to make my speech better</p> <p>Hand out Speech Protocol and Audience Expectations (appendix 8) (print on the back side of my rubrics to save paper). Final Speech Practice: Ask students to pair up with someone they didn’t practice with in the previous lesson. Have each student go through their revised speeches with the same listener expectations, no partner rubric necessary. Walk around, monitoring their progress and commenting on speeches or feedback.</p>	<p>DK</p> <p>DU</p> <p>PK</p> <p>HOT</p> <p>M</p> <p>SC</p> <p>EQC</p> <p>E</p> <p>HE</p> <p>SS</p> <p>SSr</p> <p>SD</p> <p>BK</p> <p>CK</p> <p>KI</p> <p>I</p> <p>C</p> <p>N</p>	
<p>9</p>	<p>OBJECTIVE: To introduce students to reflecting on their first performance.</p> <p>WALT: Reflecting on my learning</p> <p>Students complete student reflection on their speech (appendix 9)</p>		

Unit evaluation

How did the unit rate in these areas?				Comments/variations
Time allocated for topic				
Student understanding of topic				
Needs of all students met				
Opportunities for reflection on learning				
Variety of teaching strategies				
Integration of the Quality teaching Framework				
Integration if ICT				
Adjustments to content				
Adjustments to content				
Suitability of resources				

Appendix 2

Lemons	My dream job	An embarrassing moment
My favourite television show	Home	The North Pole
Thunderstorms	Batman	Music
The ocean	Winter	Football
Video games	Maths	Exercise
A trip to the dentist	My dream holiday	The zoo

