

Public Speaking

Upper Primary/ Lower Secondary

Key Inquiry Questions

1. What makes a great speaker?
2. What elements are needed to be a great speaker?

Learning Outcomes

1. Students will be able to analyze the elements of a great speaker/leader by the end of the lesson.
2. Students will be able to do 2-minute spontaneous speeches through fishbowl speeches by the end of the lesson.
3. Students will be able to have a debate with their classmates about a given topic by the end of the lesson.

Overview

In this lesson, students will learn about what makes a great speaker. Students will begin the lesson by watching a speech given by a twelve-year-old called “What Adults can Learn from Kids”. Students will take notes about what they like about her speech throughout the video. Students will then create a mind-map with the teacher about “what makes a great speaker”. After students have created a mind-map, they will do mini speeches of their own called “Fishbowl speeches”. Here students will get a topic written by another student and talk about it for two minutes. After each student has a turn at a “Fishbowl speech”, students will begin creating speeches of their own. The topic students will write a speech about is: describe a part of your identity and the background that makes you who you are today. Students will be given a few days to perfect their speech to the way they want it and perform it for the class.

Materials

SolarSPELL Resource:

1. “What Adults can Learn from Kids” (Language Arts > Teaching Resources)

Other:

- Writing Utensil
- Paper
- Bowl, hat, etc. to hold pieces of paper.

Suggested Procedure

Before Lesson:

- Ask students to take out a piece of paper.
- Explain to students they will be watching a speech called “What Adults can Learn from Kids”.
- Tell students while they are watching the video, write down 5 things they noticed about the speaker. Tell them to keep these questions in mind:
 - What kept the audience engaged with her speech?
 - What actions did she take verbally and physically during her speech?
 - What about her and her speech kept you engaged?
- After playing the video, give students 5 more minutes to write down their last thoughts.
- Once students have all of their thoughts written down, ask them to grab a partner and discuss what they wrote down.
 - Give students 5 minutes of discussion.
- After 5 minutes of discussion, begin creating a mind-map on the board:
 - If students are unfamiliar with mind-maps begin by telling the students what a mind map is: “A mind-map is a collection of small ideas for one big main-idea. It allows someone to bring in small concepts to support their central concept. For this particular assignment, our main idea is what makes a great speaker. To start a mind-map, make sure your central concept, which is what makes a great speaker, is in the center of the page. Once that is done, use lines, arrows, etc. to show the branching of supporting ideas. For this discussion, we are using lines to branch”.
 1. Create a small circle in the center of a paper or a board for all students to see and write “Great Speaker” in the middle of the paper.
 2. Ask students to share out ideas
 - a. When a student shares out an idea, for an example we will say the right to speak, draw a line from the central circle connecting to a smaller circle. Once this smaller circle is drawn, write the idea stated, in this example, it would be eye contact.
 3. Repeat step two until you feel like the students have a good mind-map laid out.
 - Fill out the mind-map until it is full enough for the students to have an idea of what makes a great speaker.

During Lesson:

- Ask each student to get out a small piece of paper.
 - On this piece of paper, ask students to write down a topic they could talk at least two minutes about.

Examples:

- Which is better a cat or dog?

- Current events.
 - What is your favorite subject in school?
 - Which is better night or morning?
- After all students have written something down, ask students to fold the paper two times and collect it from them.
- Once all the papers have been folded and collected, put these pieces of papers into a bowl, hat, etc. and mix them up.
- Explain to students they will come up one at a time, pick a topic, at random, from the hat.
 - After they have chosen a topic, the student will stand up, wherever they would like (as long as it is facing the class) and speak about the topic for two minutes.
- While the student is speaking, other students will write down one pro and one con about their speech.
 - Students should use their notes from prior on the video and their mind map to help with their pros and cons.
- After the student is done speaking, allow their classmates to comment on what they did great and what they could work on next time.

Example:

I liked how you stayed on topic the whole two minutes (pro). I would say just make more eye contact with the audience next time (con).

- Continue this process until all students have gone.

After Lesson:

- Explain to students they will now be writing their own speech.
- The prompt of the speech is: describe a part of your identity and the background that makes you who you are today.
 - The speech must be one-page minimum.
- After students write their speech, tell students they will present these to the class.
 - Tell students to refer back to the speech they watched and the notes they wrote: how can they present their speech best.
- Give students a few days to revise their speech, memorize it and practice.
- Tips for speeches:
 - It is better to say your speech out loud when practicing. Then you can hear what needs to be changed and see if it flows well.
 - Remember to grab the audience's attention.

Assessment:

- Students will perform their speeches in front of the class.

Note: The prompt given for after lesson is a question United States colleges may ask on applications.