

Week One

Class Objectives:

1. Introduce students to public speaking and the necessary skills.
2. Discuss the six week program and its speeches.
3. Discuss next week's assignment: The Recitation.

Procedure:

Begin class by welcoming your students and introducing yourself.
"Good morning class. My name is Mrs. Demmitt and I am so glad to see you all here today."

Pray together.

Your next step is to take attendance to ensure that from this point on, all your students are present.

Begin with an Icebreaker

The icebreaker is an exercise designed to help "break the ice" and the nerves of your students by giving them a chance to speak before they actually give their speech and are graded on how they perform. It is a time for students to become comfortable with all eyes staring at them and all ears listening to their voice alone. Each week you may choose to do a different kind of ice breaker or you may choose to stick with only one. Either way, the point is to get your students standing and talking. Below is a list of icebreakers you may choose to use and directions on how they are to be performed.

Picking up a story:

This is something every camper has done at one time or another. It is the game of one person beginning a story and after a few sentences, bringing in a new person to pick up where they left off. To perform this icebreaker, you as the teacher begin the story, which can be about practically anything, (people in the room, a bear walked into the woods, a student on their way to school, etc.) After about five sentences, pass it to the first student who will stand and walk to the podium (if one is present) and continue the story for about the same amount of time where he or she will then pass it on to the next student. This is a fun and easy way of getting every student to speak without the fear of how they will be graded on their speech.

Current Event:

This icebreaker is best used in the second week or thereafter. Instruct your students to pay attention to the current events in the upcoming week. Next week, they are to recite five sentences about one of these events. It does not need to be written, but rather spoken from his own point of view. These topics can range from the news to an event happening in the student's life.

A Joke:

Now here is a fun icebreaker! Have your students bring a joke to share at class, where each one will take a turn telling his joke, from the podium. You may want to start this icebreaker by telling your own joke first, to warm up the crowd. And just a helpful hint: you may want to clarify what classifies as a *clean* joke.

Impression:

Who does impressions? Everyone can at least do someone other than himself or herself, whether it is a person or an animal. This icebreaker is a great way to get your students laughing and enjoying being watched by their audience. Instruct your students to each take a turn giving an impression and their audience should try and guess who or what it is. You may find a great deal of "impressions of the teacher," but remember that everything is reversible, and you may choose to do an impression of that student. ☺

Dream Job:

This icebreaker is great for helping your students search their minds about their future. What is their dream job? Have each student take a turn sharing in approximately five sentences what their dream job would be. This is a great opportunity for you to have a glimpse into their personality and heart.

Show and tell:

Here is something we've been doing since childhood. Why stop there? Show and tell is a fantastic icebreaker that enables your students to not only talk about something but introduces the skill of using props. Have each student bring an item to class on which they would like to give a short presentation. This may be a skateboard, a pet, a favorite pair of shoes, whatever their imagination can create. This is not a formal written presentation, but rather a relaxed way of your students sharing a little piece of themselves with their classmates.

If I were stranded on a deserted island:

This is a fun icebreaker that challenges the student's memory as well. You begin by saying "If I were stranded on a deserted island, I would take my cell phone." Now the next person says "if I were stranded on a deserted island I would take Mrs. Demitt's cell phone and a ship." The next student goes on to say "If I were stranded on a deserted island, I would take Mrs. Demitt's cell phone, Anthony's ship, and 50 cases of bottled water." As you move down the line of students, it becomes more and more challenging to remember what each student has decided to take with them. The icebreaker ends when it comes back to you and you are left to recite the entire list.

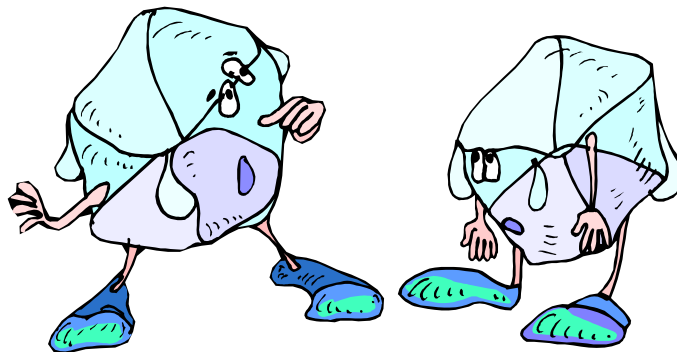
Fill in the story:

Here is a fun way to begin your class in a way that also teaches your students about English and vocabulary. Begin by printing the following story:

Peering through the periscope lens on the Submarine USS _____ (proper name), Cpt. _____ (person in room) spotted the island fortress of his nemesis, _____ (2nd person in room). The Captain called to his elite combat troops, known _____ as _____ the _____ (pl. noun) and told them to prepare to attack the fortress on _____ (noun) Island. One by one, these brave men and _____ (pl. noun) crawled out of the _____ (adj.) hatches and got into their _____ (adj.) _____ (noun) to row to shore. Armed only with _____ (pl. noun) they knew this was going to be a _____ (adj.) fight. The island was home to nearly _____ (number) enemy troops and they were fierce fighters, earning their nickname: The _____ (pl. noun). Upon reaching the shore, our troops _____ (verb) up the hill toward the _____ (noun) yelling _____ (expression or phrase) to frighten their enemies. A _____ (adj.) battle ensued and all hope was lost until LT. _____ (famous person) threw a _____ (noun) at the enemy, breaking its morale. Then, our troops managed to open the door to the _____ (kind of room) and captured the evil General _____ (cartoon character) in his _____ (clothing), who immediately surrendered. This was a great victory for _____ (country) and the world was so thankful that every member of our team was awarded the prestigious medal of _____ (noun) The End.

We've included a couple more of these fill-ins at the end of this book. Just for fun.

After everyone has loosened up, it's time to explain to your students why it is they are here. You may have reasons of your own that you feel explain it best, and if so, please **do** share them with the class. However, if you are inexperienced and feel that a written explanation is needed, it is provided for you and is found in the first few pages of every student's manual. Have your students open their manuals and read along with you. As you read to your students, take note of the helpful hints printed in **(Bold Parentheses)** which will help you to leave a greater impression on your students.



An Introduction to Public Speaking

If any of you are wondering at this moment why you should learn to speak in public, let me answer this question. Public Speaking is a very important tool needed to be successful in your life right now, and even more so in your future. As students your uses of public speaking may be confined to expositions such as a science fair or a presentation of a project. They may even move into even greater places such as debating, conferences, or talks with public officials. As you grow older, your use of these skills will soon become invaluable as you apply for a job, speak at a public hearing, represent yourself or your state in government and teach students that were once just like you. The point is, learning the skills to speak well in front of others will benefit your life now and in the future.

*Explain to the class how the next five weeks are conducted by walking them through their student manual.

*Begin with the Speech Due Dates page. You will need to calculate when each speech is due according to what date you begin your class. Have each student write next to the each speech the date it is due.

*Define Recitation, a Persuasive speech, an Affirmative Persuasive speech, a Negative Persuasive speech, and an Original Oratory speech.

“A Recitation is a piece of literature ranging from poetry to a short story. In this class, it shall be a piece of work written by someone other than you. It should be between three and five minutes in length and should be appropriate for a Christian class. Some suggestions are Psalm 23, Psalm 1, “Jesus and Alexander”, or Shakespeare’s sonnets.

A Persuasive speech is a presentation given with the intent to conform the audience’s opinion of the topic to your own. As you are writing this speech keep in mind it should be between four and five minutes in length and the topic should be appropriate for a Christian class. Topic suggestions are abortion, homeschool, prayer in public schools, daytime curfew and Parental controls on the Internet.

An Affirmative Persuasive speech is a speech written in support of the topic. As you are writing it keep in mind it should be between four and five minutes in length and the topic should be appropriate for a Christian class.

A Negative Persuasive speech is a speech written not in support of the topic. It too should be between four and five minutes in length and the topic should be appropriate for a Christian class.

An Original Oratory is a speech written from your own opinion about any topic you choose. It is an opportunity for you to give a speech about an issue or a subject that is special to you. It should be between four and five minutes in length and should be on a topic appropriate for a Christian class.”

*Explain how the students will only be writing about two different topics. The topic they choose for their persuasive will serve as the topic for their affirmative and negative persuasive speeches. The original oratory should be a new topic chosen by the student. This style of only using two topics allows the student more time to practice his presentation rather than spending hours researching and learning about many different topics.

I would like to give you a list of the skills we will be covering in this class. By now you probably have noticed that you will only be speaking on three different topics in this six-week course. My reasoning for this is the fact that I don't want you to be so concerned with writing speeches on new subjects that you overlook the fact that you are here to learn how to speak well, not write well. Therefore, your subjects will be confined to three: a recitation, a persuasive and an original oratory. As you present your five speeches, from these three topics, I want you to constantly play through your mind the skills that you are about to learn. These are the tools, the kit, to speaking well: capturing attention, beginning with confidence, poise, eye contact, volume, articulation, flexure and ending with confidence. Let's take a detailed look into each one.

(This is the time to give both a good and bad example of every skill. Let us use capturing attention as an example. Explain to the class what your motive is in this drama: to show them what the audience will see when they as the speaker do not implement these skills. First, the bad example. Walk sheepishly to the podium, looking down toward the ground. Upon reaching your spot, very slightly raise your eyes, enough for them to see that you are terrified. Gently whisper your first few words only loud enough for you to hear. Be sure not to raise your eyes for more than a second. Now, stop and talk with your class about the impression you have just given them. Did they find you capturing and commanding? Why not? Explain that this is very important in a presentation and to learn how, read the following. Do not be surprised if you find your class bursting into laughter at your bad examples, it is a good thing!)

Capturing attention: In any writing class you will hear that your opening sentence, or in our case the statement, is most important. Its purpose is to capture the attention of your reader or your audience. How can you get this important statement across if your audience is still chattering amongst themselves? You can't! Therefore, it is imperative to grab the attention of your audience before speaking. This can be done in several ways; however we will stick with the following two. Number one, an introduction. This kind of attention grabber may be a phrase such as "Good morning ladies and gentlemen, my name is David Harrington, and today I will be presenting to you a persuasive speech on the topic of evolution." This gives your audience a chance to quiet themselves down and focus on your opening statement. The second attention grabber is one called the 3-second rule. This is done by walking to your podium with confidence and waiting a full three seconds before speaking, giving your audience the chance to see that you are in place and hush themselves down. The 3 second rule is generally enough to bring your crowd to attention; however, if you find that your viewers are still discussing last night's dinner with their neighbor, you may opt to give an introduction on top of your three second rule, to be safe.

(Now, give the correct example of capturing attention by beginning your speech using all you have learned in the previous paragraph.)

Beginning with confidence: **(Once again, begin with the wrong example by starting your speech with a phrase such as, "Well, this really isn't a good speech and I don't think you're going to like it, but here it goes anyway." Stop and discuss whether or not your students found you confident. Why not? Read on about why confidence is so important.)**

Now that you have given your introduction, all eyes are fixed on you. Silence hits the room, the crowd awaits your first words, and here is the moment. You open your mouth and out comes... "Uhh, yeah, so I'm going to talk about um...well...evolution, I guess." Their shoulders drop, a questioned look comes over their faces. They stopped their important conversation about last night's dinner for this? You have just lost their interest! Beginning with confidence is SO important for keeping your viewers' attention. You have to be commanding, strong, vibrant, and confident! Adding the words "ah" or "um" to your opening statement is a huge mistake. It sends your well-prepared speech into a downward spiral. Your opening statement should be given in a clear, commanding voice, drawing all eyes to you! A better opening for our student would have been "Evolution! A world created in a split second with a BIG BANG, leaving creation to millions of years of chaos and chance. Did it happen? I think not." Remember that your first and last words are the most important.

(Finish by giving a correct example of confidence by beginning your speech using all you have learned in the previous paragraph.)

Poise: (Once again give the wrong example by chewing gum, twirling your hair, swaying and moving your feet around. Discuss with your class why your poise is distracting then read on to find the correct use of this skill.)

You have seen it, the girl twirling her hair, the guy chewing his gum, the speaker who leans on the podium, the man who constantly walks back and forth across the stage, the dance you've seen Tom Jones perform, or the speaker who looks like they are singing a sad love song karaoke style. It's all about poise. How can the audience focus on your words if your movements distract them? Good poise consists of standing tall and straight, hands either at your sides or resting gently on the podium, feet together and on the floor, head up, hair neat, clothes non-distracting, and NO popping of gum coming from the mouth.

(Now give the correct example of poise by using all you have learned in the previous paragraph.)

Eye Contact: (Once again begin with the incorrect example by reading your speech without lifting your eye for one second. To be more dramatic, drop your nose to the podium or hold your paper an inch from your eyes. Discuss with your class if your lack of eye contact was distracting.)

Here is another skill that can completely change your presentation from wonderful to poor. When a person comes to a conference or a debate, they expect to hear someone speaking, not someone reading. If they had wanted to hear a story, they would have gone to their local library. The best way to give a speech is memorized, however you are allowed to type your speeches or use note cards for this class. This does not mean that you are allowed to READ your speech. Your eyes should be up, looking at your audience more than they are down, looking at your speech. You may say, "How can I do this? I forget what I'm supposed to say." We all have the fear of freezing and forgetting, but we ALL have the power to memorize. How many of us can recite the Pledge of Allegiance? How many can sing our favorite song? It's all a matter of practice. You cannot expect to memorize a speech when you have only practiced it once or twice. You must take time at home to practice your speeches before presenting them in front of others. Having it memorized gives you the ability to lift your eyes and see to whom you are speaking. It also enables you to read your audience by seeing if their faces are interested, bored or asleep, allowing you to change your style accordingly. Remember: read your audience not your speech.

(Now give the correct example of eye contact by reading your speech using everything you have learned in the previous paragraph.)

Volume: (Again, begin with the incorrect example by reading your speech barely above a whisper. Discuss why it is important for your audience to be able to hear you!)

How can an audience benefit from your speech if they are unable to hear well enough to determine what it was you have said? They can't. Therefore, it is important to concentrate on keeping your voice at a level comfortable for your audience to hear. One common mistake made is when speakers assume because they have a microphone, the audience can hear them perfectly if they barely speak above a whisper. The problem with this concept is that speaking above a whisper rarely tends to be clear and articulate. Imagine that you never have a microphone and you must speak loud enough for the back of the room to hear. This will help you have a better concept of volume.

(Again, end with the correct example of volume by using all you have learned in the previous paragraph.)

Articulation: (Begin with the incorrect example of articulation by slurring your entire first sentence. Discuss with your class how this is a huge problem, considering your audience cannot understand a word you are saying.)

Here is a word which you will hear being used constantly throughout this program, ARTICULATE! Needs more articulation! The practice of speaking clearly, crisp, defined, eloquent. A frequent complaint from judges of a speech competition is, "The speaker seemed to slur his words." Slurring is what we do when we're nervous. It will take a conscious effort on your part to take control of your nervous tongue and speak in a well-defined manner. For instance, the phrase "It's not" can easily be mistaken for "It's snot". This can be a minor mistake with a costly effect. The same goes for these words: "Definitely" is often spoken as "Defnily". "Important" often becomes "Impornan." Remember the T's, the S's, and the few letters that make each word distinct. It can be either the glory or the disaster of your speech.

(Finish by giving the correct example of articulation by reciting a portion of your speech using all you have learned in the previous paragraph.)

Expression: (Begin by giving the incorrect example of expression by reciting a thrilling piece of literature such as Paul Revere's Ride with no expression whatsoever. See to it that the most exciting part has the passion of a pile of dirt. Discuss with your students how important it is to have expression be evident in your presentation.)

Have you ever heard a speaker that was so boring you practically fell asleep through the entire presentation? This speaker is lacking one major tool, expression. One of the greatest examples of expression one can find is the actor Robin Williams. You may know him best as the Genie from Aladdin, Mrs. Doubtfire or perhaps Peter Pan. In any case, this actor uses an amount of expression that most of us don't dare touch. His voice, gestures, body language, tone, all say excitement, animation, sharp, rich, full and entertaining. How exciting do you think it would be to hear the Genie from Aladdin talking like Eeyore from Winnie the Pooh? Using expression in your speaking is vital to keeping your audience's attention and giving a presentation worth listening to. Express! Express! Express!

(Now end by giving the correct example of expression by reciting the same piece of literature using all you have learned in the previous paragraph.)

Flexure: (Start by giving the incorrect example of flexure by reciting a piece of work, while doing your best impression of Ben Stein. He is most famous for his monotonous, boring and unexciting style of speaking. Try to keep your words on the same note throughout your entire presentation. Discuss with the class how lack of flexure can change a speech from monotonous to magnificent.)

You have captured the attention of your audience, you have begun with confidence, you are loud, articulate, but why did the written critiques mention boring? Flexure is a skill that when lacking in your speech, can put an audience to sleep. I once knew a man who spoke his entire sentences on the same note. He was very frequently imitated as a nasal "wraa-wraa-wraa". This is all the listener could remember about what was said. Imagine if you can, a piano with all its notes. You have your low notes and you have your high notes. Every time we speak we are hitting a note on that piano. We should try to reach a scale of notes in every sentence. Our speaking should not rest on middle C for our entire speech. It should jump to E and down to A and so forth. How interesting do you think a speech of liberation would be if it were given entire in the chord of G? Not very, I would say. Use your voice; sing while speaking. It will help you tremendously.

(End by giving the correct example of flexure by giving your speech using all you have learned in the previous paragraph.)

Ending with Confidence: (Start by giving the incorrect example of ending with confidence by finishing your speech with a pause, as if you were going to continue with another sentence. Then, look around your audience nervously and say, "That really wasn't very good, was it?" Finally, leave the podium as if you were about to cry. Discuss with your class how ending with confidence is so important, for it is the last impression you leave with your audience.)

Lastly, and very importantly, you need to focus on ending your speech with a vote of confidence. If you just gave a presentation on the state of our union, information vital to all our futures, and we as your audience sat on the edge of our seats waiting for your final words and you suddenly left the stage, you would have left us hanging! Your speech needs to be ended with a closing statement, said with a strong commanding voice. This is what tells your listeners that you are finished. You may choose to add a thank you to the end of your speech, a very effective way of accomplishing this goal. Finally, you want to wait three full seconds before leaving your podium, allowing time for the audience to give you the appreciation you deserve. You began with confidence now you must end with confidence. Remember, it is the last thing your crowd will remember.

(Finish by giving the correct example of ending with confidence by finishing your speech using all you have learned in the previous paragraph.)

Now that you have explained to the class about the tools used in public speaking, the time has come to talk about the student's homework for next week: the recitation. A recitation is a piece of literature the student will present. This can be a poem, a story, an essay, a Bible scripture, a song, etc. It should be three to five minutes in length and should be typed on a piece of paper that is secured to a hard backing.

Homework:

*Choose a recitation that is three to five minutes long and practice as much as you can before presenting it at next week's class. Type paper and secure to a hard backing to prevent crinkling noises, due to shaking hands.

*Choose three speeches from the page in the back of your book. Identify which type of speech they are.

End your class by expressing how excited you are to hear their presentations next week.

