Public Speaking Basics

Media Type: Video
Duration: 56 minutes

Goal: To gain an understanding of basic skills needed to perform a speech correctly for different audiences in various situations.

Description: In order to better prepare oneself for various public speaking engagements, one must know the basic fundamentals. This presentation discusses different types of speeches and the concepts and elements involved with each, along with research and organization techniques. Strategies for tailoring a speech for an audience, as well as rehearsing techniques, microphone tips and body language are also discussed. Collaborators: Cindy Akers, Ph.D., Texas Tech University; Kevin Williams, Ed.D., West Texas A&M University.

Objectives:
1. To identify the different components of a speech.
2. To analyze various factors to consider when creating a speech for a variety of audiences, situations and purposes.
3. To recognize the appropriate presentation technique when presenting in a formal or informal setting.

▽ Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards		
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-12.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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Common Core Standards

College & Career Readiness Anchor Standards for Language

Language Standards		
Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	9-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Vocabulary Acquisition & Use	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Explore, develop and apply strategies for ensuring a successful business career.
	Identify, demonstrate and implement solutions in managing effective business customer relationships.
General Management Career Pathway (BM-MGT)	Access, evaluate and disseminate information for business decision making.
	Employ and manage techniques, strategies and systems to enhance business relationships.

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Lesson Plan

Class 1: Begin the class by asking students how they feel about public speaking and discuss student reactions. Distribute the *Public Speaking Basics Vocabulary Handout*, *Worksheet* and *Student Handouts* for students to use as reference materials during the presentation. View *Public Speaking Basics (Part 1)*. Complete the *Audience Mix Up Activity*. Hand out the *City Council Project* for students to begin as homework.

Video 15 min.

Class 2: Remind students to continue using the *Vocabulary Handout* and *Worksheet* as reference materials. View *Public Speaking Basics (Part 2)*. Instruct students to complete the *Communication Circle Activity*.

Video 7 min.

Class 3: Remind students to continue using the *Vocabulary Handout* and *Worksheet* as reference materials. View *Public Speaking Basics (Part 3)*. Instruct students to choose either the *Speech Evaluation Project* or the *Famous Speaker Profile Project* and begin working. Have students begin the *Presentation Research Project* for homework.

Video 8 min.

Class 4: View *Public Speaking Basics (Part 4)*. Instruct students to complete the *Public Speaking Basics Assessment.* Instruct students to complete the *Questions Activity*. Allow students to use the remainder of the class to work on their *Project*.

Video 3 min.

Class 5: Remind students to continue using the *Vocabulary Handout* and *Worksheet* as reference materials. *View Public Speaking Basics (Part 6).* Allow the remainder of the class for students to work on their *Project*.

Video 25 min.

Class 6: Distribute the *Communication Circle Activity* and allow time for students to complete it. Hand out the *Conducting A Meeting Activity* and allow students to work.

Class 7: Allow students to present their *City Council Projects* to the class.

Class 8: Students should complete and turn in their *Projects/Activities* before the end of class.

Lesson Links

Career & Technical Student Organizations

BPA
- Digital Media Production
- Graphic Design Promotion

FBLA
- Business Presentation
- Desktop Publishing

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50384 Katy Barrett, Speech/Language Pathologist, Covenant Medical Center
- iCEV50319 Calvin Davis, J.D., Special Assistant Attorney, Small Business Association
- iCEV50133 Kyle Perry, Director, Leadership Development, American Farm Bureau Federation

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Lab Activities

Audience Mix Up
Directions:
Divide students into groups of two or three. Cut apart the *Topic List* and allow each group to draw a topic. Cut apart the *Age Group List* and allow each group to draw two age groups as well. Each group should create a list of how the presentation about the same topic would differ for each age group. If time allows, instruct each group to choose another age group and repeat the activity. Students should show the results of the activity and provide feedback for the other groups.

Communication Circle
Directions:
Instruct students to stand in a circle, facing inward. Using the *Topic List*, draw a topic and instruct students to take turns speaking for 60 seconds on their knowledge or opinion of the topic. The next student may add to or contradict the previous student's statement as long as the information presented is related to the chosen topic. Use this activity as often as is needed to help students become comfortable speaking in front of others.

Questions
Directions:
In groups of two, students will research how to formulate appropriate interview questions as well as how to answer. Students will then create 10 interview question based of their findings. Once all groups have finished they will exchange their questions with another group and practice answering the questions.

Communication Circle
Directions:
As a class, have students stand in a circle, facing forward. Draw a topic and instruct students they will each have 60 seconds to speak and provide their knowledge or opinion on the selected topic. Students may add or contradict the previous student's statement as long as the information presented is related to the chosen topic.

Conducting a Meeting
Directions:
Divide the class into groups of three or four. Each group must select a relevant topic in which they are interested in discussing during a meeting. After selecting the topic for discussion, groups must follow the four phases of meeting management in order to effectively conduct a meeting: planning for the meeting, setting up the meeting, running the meeting and following up. After planning and conducting the meeting, students must write a brief paragraph on the importance of practicing effective meeting management skills and describe what they learned from the activity.

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Projects

City Council
Directions:
Choose a current issue from within the community and instruct students to take a position on the subject and create a persuasive speech to defend their position. Students will create and present a three to five minute presentation using the speech writing format. A written copy of the speech should be turned in after the students presents. Inform students extra points will be given if the students ask questions after presentations as well as how the presenter answers the questions asked.

Speech Evaluation
Directions:
Using the speech bank on the video, allow students to evaluate the speech in the following areas: following the speech format, appropriate terminology and body language, effectiveness of speech, relationship of topic to type of speech and appropriate length. Instruct students to list ways to improve the negative aspects of the speech and comment on the positives.

Famous Speaker Profile
Directions:
Each student should choose a historical figure who has made a famous speech and create a Web page resembling the profile of a social media site such as Facebook® or MySpace®. The profile page should include the name of the person, contact information (burial site or current address), interests (what made them famous), friends (other relatable historical figures), groups (associations or organizations), pictures, a description of the speech that made them famous and any other information to enhance the profile of the element.

Presentation Research
Directions:
Students should research two famous speeches, one informal and one formal and analyze, the audience, occasion, purpose and primary and secondary sources for each speech. Students should determine the topic of each speech and use the strategies learned to recognize bias, misinformation, untruths and if the speaker cited his or her references appropriately for each. Students will write a two page paper comparing the two speeches on how effectively or ineffectively each implemented the public speaking strategies learned within the presentation.

CEV