

## **Quarter 1 - Public Speaking Introduction**

- The Last Lecture – Condensed to 45 Min - <http://www.youtube.com/watch?v=-Arnrxe4Gw>
- “Self Intro Informal Speech” – Personal Story
- Dealing with Nerves
- Speech Preparation
  - o Purpose
  - o Audience Analysis
  - o Gather Materials
  - o Outline
  - o Add Support
  - o Visual Aide Preparation
  - o Opening with Impact
  - o Craft the Conclusion
  - o Write speech, polish, edit
- Delivery Techniques/Skills
  - o Pace
  - o Projection
  - o Enunciation
  - o Eye Contact
  - o Projection
  - o Non-Verbal Communication
- Speech Practice
  - o Vocal Warm-up Exercises
  - o Repetition
  - o Memorization
- Children’s Poetry Oral Memorization
  - o Choose a poem written by an important children’s author.
  - o Memorize selected poem
  - o Present orally to class
- Interviewing Skills
  - o Dress for the Job
  - o Listen
  - o Don’t Talk To Much
  - o Don’t Be Too Familiar
  - o Appropriate Language
  - o Answer the Questions
  - o Don’t Appear Desperate
- “Meet Our Guest” Speech
  - o Speech to introduce a person going to speak, sing or receive an award
  - o Students will pair off with one another
    - 1. Interview each other for 5-10 minutes
    - 2. Prepare a 2-4 minute talk describing partner to group
  - o Give speech and introduce each other to the whole class
- Transcribed Speech Evaluation
  - o Students will read speeches and analyze the speeches’ elements
- Weekly Reflection Journals
  - o Students will reflect on each speech given during the quarter in a written journal
    - What they learned, what they did not learn, what they need improvement on, milestones they achieved, etc

## Quarter 2 - Informative Speeches

- Speech Examples – Videos – Only suggested, obviously everyone can choose their own examples.
  - o For each speech show students videos of example speeches
  - o Angelina Jolie – National Refugee Day - <http://www.youtube.com/watch?v=q6msUKyiYic>
  - o Informational - Acupuncture - <http://www.youtube.com/watch?v=SRKrbXEBvU>
  - o Informational – Video Game Addictions - <http://www.youtube.com/watch?v=oy72LxrTCEw>
  - o Informational – Night Terrors - <http://www.youtube.com/watch?v=OxgNDKJUx4>
  - o Information – Example of poor speech habits - <http://www.youtube.com/watch?v=YivQYeI0vys>
- Informative Speech Skills
  - o Using contextual examples (Do not just recite facts)
  - o Speaker Engagement and Enthusiasm
  - o KISS (Keep It Simple, Stupid)
- Effective PowerPoint Presentations
  - o No more than 10 slides to be effective
  - o Embrace Color – but make it readable
  - o Short and Sweet Points
  - o Presentation first, PowerPoint second!
- “How-to” Speech
  - o How to make Kool-Aide - <http://www.youtube.com/watch?v=pDOqGsEDgQA>
  - o Choose a talent or skill to share with the class
  - o As you were taught how to do something, you in turn will do the same by sharing the talent or skill with a large group of people.
  - o Choose something you would like to share with others
    - Craft project
    - Type of repair
    - Favorite recipe
    - Other
  - o Decide on a logical way to arrange speech
  - o Use Tell-Tell-Tell Method—(Start, by telling audience what you are going to tell them; Next, Tell them; Then; (Wrap-up) Tell them what you told them
  - o Using props and visual aids
  - o Present Speech
- “Question and Answer” Speech
  - o Prepare a 3-5 minute speech about a subject you know something about, something of enjoyment—i.e. hobby, favorite activity, etc.
  - o Give the talk
  - o After the talk—Audience questions presenter
- “Historical Profile” – Speech
  - o Meaningful 4-6 minute informative speech based on research, profiling a historical event or individual.
  - o Typed Speech Outline
  - o Typed Works Cited
  - o One Visual Aide - PPT
- Weekly Reflection Journals
  - o Students will reflect on each speech given during the quarter in a written journal
    - What they learned, what they did not learn, what they need improvement on, milestones they achieved, etc
- “Historical Profile” Speech – Peer, Teacher Evaluations
- \*Suggested Content - “News Cast” Group Speeches – Anchor, Sports, Weather

### **Quarter 3 - Persuasive Speeches**

- Persuasive Speech Techniques
  - Texting While Driving – Example Speech - <http://www.youtube.com/watch?v=Vc3ovSFpyEk>
  - Writing the Speech
    - The Hook (question or statistic)
    - Define topic/problem/situation
    - Add the Solution
    - Body of Speech – adding three main points to argue position
      - Using facts/statistics, sources to build your claims
    - Summary & Clincher Sentence
  - Delivering the Speech
    - Body language
    - Fluent Delivery
    - Gestures that Fit Topic
    - Appeal to Listeners' Emotions
    - Gaining Credibility
- Formal Debate Topics
  - Specific Government Laws
  - Education
  - Military
  - Etc
- Small Group Debate Session
  - Students assigned 2-3 topics to become informed on and prepare for Election-Style Class Debate
- Major Persuasive Speech – Teacher Approved Topic
  - Draft Writing, Small Group Practice, Full Class Recitation
  - 5-7 Minutes
- Persuasive Speech Evaluations – Peer, Teacher
- Weekly Reflection Journals
  - Students will reflect on each speech given during the quarter in a written journal
    - What they learned, what they did not learn, what they need improvement on, milestones they achieved, etc

## Quarter 4 - Dramatic Interpretations

- Classic Poetry Recitation
  - o Poetry Out Loud Format – Anthology Selection (Changes every summer), Evaluation Sheet , Accuracy Score Sheet, Evaluation Criteria, Tips for Contestants
  - o [http://www.poetryoutloud.org/uploads/fl/0ab9240051/POL\\_TG%202013-2014\\_FINAL.pdf](http://www.poetryoutloud.org/uploads/fl/0ab9240051/POL_TG%202013-2014_FINAL.pdf)
- Dramatic Monologue
  - o Depth of Character
  - o Vocal Interpretation
- Acting Monologue Analysis - Essay
  - o **1. Who am I?** (character-search for character's life prior to play's/scene's beginning)
  - o **2. Where am I?** (environment: location, conditions)
  - o **3. What surrounds me?** (persons, objects, color and texture)
  - o **4. What time is it?** (hour, minute, date, year, century, era)
  - o **5. What are the given circumstances?** (those events, facts, and conditions occurring before or during the play/scene that affect the character and /or action)
  - o **6. What is my relationship?** (to all of the above and to other characters-solid or shifting?)
  - o **7. What do I want?** (Objectives or Intention –includes the overall character objectives as well as more immediate beat-to-beat intentions).
  - o **8. What's in my way?** (Obstacle)
  - o **9. What do I do to get what I want?**
- Dramatic Partner Scene
  - o Depth of Character
  - o Vocal Interpretation
  - o Physical Elements
    - Blocking/Staging of Scene
  - o Use of Props
- Weekly Reflection Journals
  - o Students will reflect on each speech given during the quarter in a written journal
    - What they learned, what they did not learn, what they need improvement on, milestones they achieved, etc