Public Speaking Basics

Media Type: DVD
Duration: 31 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 DVD 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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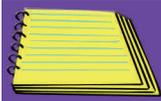
Lesson Plan

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* and the *Public Speaking Basics Worksheet* for students to use as reference materials during the presentation. View *Public Speaking Basics (Part 1)*. Complete the *Audience Mix Up Activity*.

15 min.

Class 2: View *Public Speaking Basics (Part 2)*. Instruct students to complete the *Communication Circle Activity*.

6 min.

Class 3: View *Public Speaking Basics (Part 3)*. Instruct students to choose one of the listed projects and begin.

7 min.

Class 4: View *Public Speaking Basics (Part 4)*. Instruct students to complete the *Public Speaking Basics Assessment.* Allow students to continue working on the project from the previous day.

7 min.

Class 5: Allow students to present their projects. *View Public Speaking Basics (Part 6).*

25 min.

Lesson Links

Toastmasters International
- http://www.toastmasters.org

American Training & Seminars Association
- http://www.americantsa.com

National Speakers Association
- http://www.nsaspeaker.org

Career & Technical Student Organizations

BPA
- **Digital Media Production**
  - Demonstrate knowledge of digital media
  - Demonstrate knowledge of graphic design including color, animation, audio and video
  - The student will develop a visual communication tool utilizing various software applications related to digital production
- **Graphic Design Promotion**
  - Demonstrate knowledge of graphic design and rules for layout
  - Demonstrate effective use of color, lines, text, graphics, shapes, etc.
  - Demonstrate the ability to present ideas to prospective customers illustrating reasoning and logic for the theme

FBLA
- **Business Presentation**
- **Desktop Publishing**

Career Connections

- 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.

Projects

City Council
Directions:
Choose a current issue from within the community. Instruct students to take a position on the subject and create a three to five minute presentation using the speech writing format.

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.

CEV