Public Speaking Basics

Media Type: Video
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 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.

Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Language Arts	*Application of Writing Skills*	• Editing/proofreading • Composition mechanics • Descriptive, informative, creative and persuasive writing • Organizing logical arguments • Brainstorming • Analyzing audiences • Utilizing reference materials • Creating bibliographies • Enhancing grammatical mechanics • Vocabulary enhancement
	Analysis of Text & Information	• Communication skills • Creating visual representations
	Technology Applications in Literature	• Utilizing document processing software • Utilizing presentation processing software • Internet-based research
Social Studies	*Impacts of History, Government & Economics*	• Points of reference in world history

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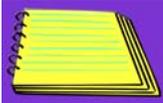
Lesson Plan

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 *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: 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*.

6 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 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.* Instruct students to complete the *Questions Activity.* Allow students to use the remainder of the class to work on their *Project.*

7 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.*

25 min.

Class 6: Allow students to present their Projects to the class.

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.

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.

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