

Beginning Draft Outline of Sixth-grade Public Speaking Class

Carolyn Harrell, 2007-08

I will most surely make some rearrangements and changes as I go. I will also make a record of speakers and specific materials for the class as I use or engage them.

I will hopefully, learn how to include video on the web site that I (i.e. Chris) will set up. For now, it will include the student overview handout and digital photos, but stay tuned...

1. Speeches with visual aids (share props, exhibits, poster exhibits, power points, science projects, etc. I've seen)
 - A. What is the purpose of the visual aid? Attention getting, clarifying, expanding?
 1. Cookie Nobles campaign speech (big cookie—I've never forgotten that since 7th grade)
 2. Build the "essay" with funnels, bricks, springs, etc and involve class in figuring out what it is and why various materials are used. Note how to use visuals for detailed and/or otherwise boring presentations.
 3. Lemon and lemonade that Dr. Vandiver used. Demonstrate use of visuals as refrain. Recall speakers such as MLK and Jesse Jackson who used word refrains effectively.
 - B. Brain storm visual aides that have been effective. Discuss pros and cons of power point presentations, how and when do visual aids help you learn in classes, making the visual fit the speech (size, color, content, balance, tone, etc)
 - C. Practice choosing and using visual aids from my "junque bins"
 1. Warm up game: Pick a visual aid from the bins and make a 1-2 minute speech about an important topic using the visual.
 2. Make introduction speech using visual aid
 - D. Teach how to make effective posters and practice making them.
 1. Find out who needs posters so this can be useful for learning and for community service.
 2. Find examples of great posters.
 - E. Assignment: 3 minute speech on topic of choice using visual poster (precursor to Sr. Project)
2. Introduction speech—what makes a good introduction?
 - A. Pair with a partner and gather good background info (I will provide sample question sheets to use)
 - B. Choose best parts
 - C. Consider purpose and audience
 - D. Find a good quote or anecdote (or visual aid) that relates to the person being introduced
 - E. See if we can find or recall effective introduction speeches (perhaps a guest speaker here)
 - F. Assignment: Interview one another and introduce one another (1-2 minutes)
 - G. Assignment: Introduce someone (living or historical) you believe we should know (1-2 minutes)
3. Teach and practice the intangibles
 - A. Appearance: dress, posture, eye contact, gestures, vocabulary level
 - B. Entrance: hand shake (if appropriate), how to walk, survey the room, smiles and acknowledgements
 - C. Pacing and pausing and inflection
 - D. Assignment: We could make videos of good and bad examples of the above
 - E. Assignment: Practice these things using famous speeches as subject matter (I have copies of speeches to use)
 - F. Guest speaker could give pointers here too.
 - G. Teach Our 5 Cs: Confidence, Connection, Clarity, Credibility, Conciseness
4. Types of speeches we will learn and practice in class (find guest speakers, videos, etc for examples)
 - A. Comparison
 - B. Informative, explanation
 - C. Narrative (get guest speakers here—story tellers)
 - D. Persuasion
 - E. Interpretive (performance)
 - F. Extemporaneous (how do we pick up great background knowledge, literacy, etc)
 - G. Welcome, farewell, "toasts," campaign (option)
 - H. Debate (option)
 - I. Entertainment, comic (option)
 - J. Classroom presentations (we will work on your real assignments so they are polished and "perfect")

Assignments during the year: Prepare and present one of each of the above speeches.

We will also participate in warm-up improv and charade type activities to keep us alert and to build confidence.

As interesting speakers are in town, we might attend as field trips. If speeches occur in the evening and are free, extra credit for attendance will be offered.

Be alert to speeches in the media. Listen to *This I Believe* on NPR.