

Demonstration Speech (Day 1: F-7A)

Standard/GLO: 9-10.SL.4: Present information 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. 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Effective Communicator. Listening with Empathy and Understanding, Thinking and Communicating with Clarity and Precision.

Activity	Resource	Time
<p>Bellwork: Written individually or large group discussion: What qualities do you think an effective speaker has? For example, an effective speaker uses their voice to express proper emotion.</p>		5"
<p>Have students share out their answers. Go over the "Must Have Qualities For a Good Public Speaker."</p> <p>Present assignment. Be sure to go over outline, possible ideas and the peer evaluation form*. (The teacher evaluation is identical to the peer evaluation. The self evaluation is a reflection, and does not need to be reviewed prior to the speech.)</p> <p>Have students choose a topic. They can use something from the list, or create their own topic. Remind them that they will need access to whatever visual aids are necessary, and that those visual aids should be school appropriate.</p> <p>Create a presentation schedule. Since the students will need to bring visual aids to school, you will need to identify which students will present on which day. You may have them volunteer, or pre-assign them randomly.</p> <p>Once students choose their topic, have them begin their outline. Since the students are allowed to use their outline during the speech, it may be helpful for them to write them on index cards, or in large print on a single sheet of paper. Remind them that outlines should be brief and only include key phrases or words that will help them remember their speech.</p>	<p>"Must Have." Handout</p> <p>Demonstration Speech Handout; Demonstration Speech Outline Handout; Evaluation Forms</p>	25"
<p><i>*The peer evaluation forms will require a lot of copying on your part. Feel free to modify the evaluation forms to cut down on the amount of copying/paper.</i></p> <p><i>**We realize that this is a great deal of information for one day. We have allotted three PTP/L classes for this lesson, and you may adjust as needed. If you feel you need two days of preparation and one day of speeches, you may partner the students so that there are fewer presentations.</i></p>		

Demonstration Speech (Days 2 & 3: F-7B & F-7C)

Standard/GLO: 9-10.SL.4: Present information 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. 9-10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Effective Communicator. Listening with Empathy and Understanding, Thinking and Communicating with Clarity and Precision.

Activity	Resource	Time
<p>Before class:</p> <p>Create time cards for the students. They should be labeled “1 min, 2 min, 3min, 4 min, 5 min, 5 min 30 sec, STOP.” You will need a watch/stopwatch to time the students. Hold up the appropriate time card when that amount of time has elapsed.</p>	<p>Index cards/scratch paper, watch</p>	
<p>Hand out a few “Peer Evaluation” forms to each student. Note that each form has space for two evaluations. Remind the students how to fill in the forms, and that they can choose to remain anonymous on the forms.</p> <p>Have students present speeches according to the presentation schedule previously created.</p> <p><i>**If time allows, debrief at the end of the speeches. (i.e. what went well, areas of improvement, topics everyone really liked, etc.)</i></p>	<p>Peer Evaluation Form</p>	<p>27”</p>
<p>Give each student that presented a “Self-Evaluation” form to complete.</p> <p>Collect all “Peer Evaluation” and “Self Evaluation” forms.</p>	<p>Self-Evaluation Form</p>	<p>3”</p>
<p>After class:</p> <p>After grading the students, cut and divide the evaluation forms by speaker and hand them back when all the speeches are done. If you find that you were pressed for time, you may need to debrief next week.</p>		

Must Have Qualities For a Good Public Speaker

Taken & adapted from :<http://EzineArticles.com/?expert=BrianCrosby>

1. **Be pleasant and positive.** No one wants to hear whining and complaining and wasting their precious time.
2. **Sound confident.**
3. **Enunciate.** Speak clearly so that the audience can understand you.
4. **Volume.** You don't have to shout, but you need to have proper volume so that the people in the back row can hear you.
5. **Eye Contact.** Good eye contact with everyone shows that you are genuinely interested in talking to them and not at their shoes or your shoes.
6. **Tonality.** Show proper emotion when you speak.
7. **Proper Pause.** Give people enough time to digest the information that you have just given them. Do not speed through.
8. **Body Language and Facial Expression.** Be sure that the message you want to get across is mirrored in your body language and facial expressions.
9. **Time.** Keep an eye on the clock. People have a short attention span and you should deliver when you have their attention. Be careful not to ramble.

Demonstration Speech

During the next two PTP/L classes, you will be presenting a demonstration speech to your class. The purpose of this type of speech is to demonstrate to your audience how to do something (i.e. how to properly swing a golf club). Your speech should be between 4-6minutes, and use of a visual aid is required. Keep in mind that visual aids must be school appropriate.

There will be three types evaluation for your speech; teacher evaluation, peer evaluation, and self-evaluation (See attached). Each type of evaluation will be counted towards your grade for this assignment. The peer evaluation forms will be anonymous. Please be honest on your evaluations so each speaker knows what they excel at and what they could improve upon.

Your speech should have an introduction, a body, and a conclusion. In the introduction, be sure to relate your topic to the audience. The body should include at least three main points (steps of what you are demonstrating). The conclusion should summarize the main points and leave your audience with something interesting to think about.

Use the attached outline to help you to organize your speech. Since this is your first speech, you will be allowed to use your outline during your speech. Remember, an outline is a *brief summary* of what you want to share. You should not write down your entire speech, nor read your speech.

It is extremely important to practice your speech! Practicing will allow you to know whether your speech meets the time requirements, it will make you feel more comfortable in front of the class, and it will allow you to work on the “must have qualities for a good public speaker.” If possible, you should practice at home with your family and/or friends before class. At the very least, you should practice in front of a mirror.

Ideas for Demonstration Speech

- | | | |
|--|-------------------------------------|---------------------------------------|
| 1. How to play a guitar | 8. How to iron clothes. | 15. How to make a paper airplane. |
| 2. How to make a peanut butter & jelly sandwich. | 9. How to play soccer. | 16. How to fix a ding on a surfboard. |
| 3. How to apply makeup. | 10. How to make & fly a kite. | 17. How to make an origami crane. |
| 4. How to weave a basket. | 11. How to juggle. | 18. How to eat with chop sticks. |
| 5. How to change a bike tire. | 12. How to program your cell phone. | 19. How to tie a tie. |
| 6. How to set up an email account. | 13. How to ride a skate board. | 20. How to style hair into a Mohawk. |
| 7. How to draw an anime character. | 14. How to do the chicken dance. | |

Demonstration Speech Outline

Title: _____

Purpose: To demonstrate to my audience how to _____

I. Introduction

- a. Say or do something interesting to get the audience's attention (*hook*)
- b. Tell the audience what you are going to demonstrate (*topic*)
- c. Establish your credibility in regard to the topic (*your experience/expertise*)
- d. Relate the topic to the audience (*how will knowing about your topic and the information in your speech benefit them*)
- e. Preview the steps in your demonstration (*central idea*)

II. Body

- a. First main point (*and any supporting information*)
- b. Second main point (*and any supporting information*)
- c. Third main point (*and any supporting information*)

NOTE: You can have only two main points if the points are lengthy or complicated

III. Conclusion

- a. Summarize or recap the main points
- b. Give the audience something interesting or memorable to think about
- c. Conclude and end the speech smoothly
- d. Thank the audience

Peer Evaluation

Speaker _____

Topic _____

Fill in each blank using the following key.

KEY: VG – very good

OK – okay

NW – missing or needs work

_____ Hook

_____ Clearly revealed topic

_____ Related topic to the audience

_____ Established credibility

_____ Steps were clear

_____ Reviewed major points in conclusion

_____ Visual aids used effectively

_____ Volume

_____ Pace

_____ Within time limits

_____ Eye contact

Write at least one comment or suggestion for the speaker:

Peer Evaluation

Speaker _____

Topic _____

Fill in each blank using the following key.

KEY: VG – very good

OK – okay

NW – missing or needs work

_____ Hook

_____ Clearly revealed topic

_____ Related topic to the audience

_____ Established credibility

_____ Steps were clear

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_____ Visual aids used effectively

_____ Volume

_____ Pace

_____ Within time limits

_____ Eye contact

Write at least one comment or suggestion for the speaker:

Self Evaluation

Name _____

Topic _____

1. Describe one thing that you did well in this speech.

2. Describe one thing that you would change about your presentation of this speech.

3. Do you feel that you provided your audience with information that they did not know prior to your speech? Explain.

4. Was your eye contact sufficient? Why or why not? If not, how do you plan to improve your eye contact for future speeches?

5. Were your gestures and movements effective? Why or why not? If not, how do you plan to improve your gestures and movements for future speeches?

6. Did you practice thoroughly for this speech? Explain.

7. Overall, are you satisfied with your speech? Why or why not?

Teacher Evaluation

Speaker _____

Topic _____

Fill in each blank using the following key.

KEY: VG – very good

OK – okay

NW – missing or needs work

_____ Hook

_____ Clearly revealed topic

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_____ Established credibility

_____ Steps were clear

_____ Reviewed major points in conclusion

_____ Visual aids used effectively

_____ Volume

_____ Pace

_____ Within time limits

_____ Eye contact

Write at least one comment or suggestion for the speaker:

Teacher Evaluation

Speaker _____

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Fill in each blank using the following key.

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_____ Eye contact

Write at least one comment or suggestion for the speaker: