

## LESSON PLAN

# Speak & Tell! Focus Your Message for Effective Public Speaking

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## **LESSON PLAN:**

### ***Speak & Tell! Focus Your Message for Effective Public Speaking***

## **OVERVIEW & RATIONALE**

This confidence-boosting lesson helps students take command during a speech and engage audiences with a focused and purposeful message.

Through detailed lecture notes, large-group discussion guides, and a Peer Team public speaking activity/assessment, students will learn how to select a speech topic, tailor it to a specific audience, research supporting points; and write and speak for clarity and impact. Students will also be exposed to techniques to use effective body language during oral presentations.

**This collection of 4 x lesson plans is designed to be used in tandem with the Luminari video *Speak & Tell! Focus Your Message for Effective Public Speaking***

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**Content in this collection of lesson plans aligns with the Common Core State Standards Initiative: English Language Arts Standards > Speaking & Listening > Grade 9-10**

<http://www.corestandards.org/ELA-Literacy/SL/9-10/>

**GRADE LEVEL OF TARGET GROUP:** 9<sup>th</sup> & 10<sup>th</sup> graders. ADAPTABLE for rising 8<sup>th</sup> – 12<sup>th</sup> graders.

**TOTAL TIME:** 4 x 60-minute class periods, plus out-of-class assignment/assessment with a suggested turnaround time of 48 hours.

**\*Full description of Benchmark & Performance Standards at end of this document**

#### **Comprehension and Collaboration:**

[CCSS.ELA-LITERACY.SL.9-10.1](#)

[CCSS.ELA-LITERACY.SL.9-10.1.A](#)

[CCSS.ELA-LITERACY.SL.9-10.2](#)

[CCSS.ELA-LITERACY.SL.9-10.3](#)

#### **Presentation of Knowledge and Ideas:**

[CCSS.ELA-LITERACY.SL.9-10.4](#)

[CCSS.ELA-LITERACY.SL.9-10.5](#)

[CCSS.ELA-LITERACY.SL.9-10.6](#)

## GOALS FOR UNDERSTANDING // ESSENTIAL QUESTIONS

- What are the components of an effective speech?
- What are the criteria for choosing a successful speech topic?
- How can a speechwriter analyze audiences and adapt speech content to different audiences and contexts?
- Which methods are effective to conduct research and structure information for a clear, compelling, and effective oral presentation?
- How can public speakers make strategic use of presentational aids drawn from multiple credible sources?
- What techniques can help public speakers cultivate an effective delivery style?

**In alignment with Common Core and the National Communication Association** proposal for *Making Oral Communication a Successful Part of the Common Core* <https://www.natcom.org/communication-currents/making-oral-communication-successful-part-common-core>

### **By the end of these lessons students will be able to:**

- Distinguish the different types of speeches.
- Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate speeches and public speaking techniques by screening a variety of examples from diverse sources.
- Recognize the criteria for choosing a successful speech topic.
- Analyze an audience and adapt speech content to different audiences and contexts.
- Conduct research and structure information for a clear, compelling, and effective oral presentation.
- Make strategic use of presentational aids drawn from multiple credible sources.
- Cultivate an effective delivery style for oral presentations.

## **LESSON I – Introduction and lecture (60 minutes)**

**Supplies:** Internet connection; SmartBoard or ability to project instructor's screen on overhead.

When it comes to learning how to *give* a speech, one of the best tips is to think about **what you like in a speech when you are in the audience, listening to it!**

**QUESTION:** Think about speeches you've listened to in the past. What things about the speech did you find *uninteresting or boring* in a speech?

**A.) e.g.** Speaker talking about a complex subject I did not understand; rambles on with no apparent logic to speech; boring tone of voice; distracting body language; speech was too long, etc.

Knowing what you, personally, find off-putting when you're *watching* a public speaker is the first step in *being a better public speaker yourself*. It creates awareness of individual speech components and helps you to focus the message of your speech and present it in an appealing manner. And that's what this lesson is all about.

**We will begin by screening a 6-minute video titled  
*Speak & Tell! Focus Your Message for Effective Public Speaking***

**The instructor will play the LUMINARI VIDEO *Speak & Tell! Focus Your Message for Effective Public Speaking*  
available at the following link:**

**<https://www.luminari.org/speak-tell-online/>**

**Note: Scroll down to locate and play video**

### **LARGE GROUP DISCUSSION - After screening the Luminari video**

As we saw in the **Luminari video**, it's very common to be required to speak in public. It could be a presentation for school or work, a job interview, or a speech to inspire support for a cause you care about. However, . . . public speaking is one of the most common fears people have! In fact, scientific studies shows that about 73% of the population fears public speaking!<sup>1</sup>

One way to lessen that fear is to *be prepared*.

You'll be more confident giving your speech if you are certain the speech is focused, well-researched, and designed to be of specific interest to the audience listening to it. That confidence in your speech's content is also likely to improve your *body language* because confident people stand and speak in ways that engage the audience and put them at ease.

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<sup>1</sup>Montopoli, John. "Public Speaking Anxiety and Fear of Brain Freezes." *National Social Anxiety Center*, 20 Feb. 2017, [www.nationalsocialanxietycenter.com/2017/02/20/public-speaking-and-fear-of-brain-freezes/#:~:text=The%20fear%20of%20public%20speaking,or%20negative%20evaluation%20by%20others](http://www.nationalsocialanxietycenter.com/2017/02/20/public-speaking-and-fear-of-brain-freezes/#:~:text=The%20fear%20of%20public%20speaking,or%20negative%20evaluation%20by%20others)

As we saw in the **Luminari video**, it's important to tailor your speech to the audience, focusing your message on aspects of the topic that will be of relevance to the audience's interests. The first step in that process is to understand the *type of speech*<sup>2</sup> you're delivering.

- **The instructor will display the list on an overhead or SmartBoard, [www.clippings.me/blog/types-of-speeches/](http://www.clippings.me/blog/types-of-speeches/).**
  - **The instructor will lead the class through a review of the different types of speeches, and ask students to suggest examples for each one.**
1. **Entertaining speech** – A less formal type of speech meant to amuse people, usually given at a celebratory gathering.  
**Example:** e.g. Delivering a toast about a couple at their wedding; making kind remarks about a person at their birthday celebration or retirement party, etc.
  2. **Informative speech** – Educating the audience on a certain topic. This speech simplifies complex theories and connects data to convey information accurately.  
**Example:** e.g. An academic presentation in school; a speech by a boss to explain new office procedures, etc.
  3. **Demonstrative speech** – This type of speech utilizes visual aids and/or props to physically demonstrate a point along with the information provided.  
**Example:** e.g. An instructional presentation to teach a group of workers how to do a new task; a presentation at a store showing customers how a product can be used, etc.
  4. **Persuasive speech** – This challenging type of speech attempts to convince an audience to accept a certain point of view. They may use evidence and data; or, they may appeal to the audience on an emotional level in the hopes that heightened feelings will influence the audience to accept the viewpoint.  
**Example:** e.g. Lawyer making an argument in court; speaker at a peaceful protest; a speech at a meeting of public government to suggest a new policy or law for the community, etc.
  5. **Motivational speech** – This type of speech is designed to inspire confidence in the audience members to pursue a goal. It involves elements of a **persuasive speech** in that it persuades the audience members to have confidence in their own abilities to achieve their goals.  
**Example:** e.g. A coach encouraging a team before an important competition; a mentor speaking to a group of people who aspire to that person's achievements; the leader of a faith community speaking to their followers; etc.

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<sup>2</sup> Clippings.me TeamMusings and updates from the content management team at Clippings.me., and Bethany McKay-Editor. "Need Help With A Speech? Here Are 10 Types of Speeches To Explore." *Clippings.me*, 19 Nov. 2019, [www.clippings.me/blog/types-of-speeches/](http://www.clippings.me/blog/types-of-speeches/).

6. **Impromptu speech** – This type of speech is given on the spot, without prior planning for the presentation.

**Example:** e.g. A teacher or boss calls upon a person to deliver a presentation on a topic under discussion; a public figure is asked to make remarks at a community event without prior notice, etc.

7. **Oratorical speech** – A long and very formal type of speech, addressing a serious event or momentous occasion.

**Example:** e.g. Delivering a eulogy at a funeral; a commencement speech; an address by a public official after a momentous event, etc.

8. **Debate speech** – This speech is similar in structure to a **persuasive speech** but its objective is to justify your own stance towards something, rather than convince an audience to share your views.

**Example:** e.g. A panel discussion in which participants must defend their positions on a particular topic; a political event in which candidates present and justify their proposed policies and positions, etc.

9. **Forensic speech** – This is a formal term for the study and practice of public speaking and debate.

**Example:** e.g. A school's Debate Team, etc.

**QUESTION:** How does knowing the *type* of speech you're giving help you focus your message?

**A.)** e.g. Different types of speeches follow different structures and have distinct characteristics. Knowing which type of speech you are giving helps you create a more focused outline from the very beginning, tailored to that speech type's unique objectives.

Knowing the *type* of speech you're giving is a key first step to focusing content, but the next important step is to **understand the criteria for choosing a successful speech topic**.<sup>3</sup>

**QUESTION:** When you get an assignment to give a speech, what do you find *most challenging* about selecting a topic?

**Example:** e.g. Mind goes blank; choosing a topic I already know a lot about; choosing a topic I want to learn more about; choosing a topic I haven't heard discussed before, etc.

**QUESTION:** What do you find *is the easiest part* of selecting a topic?

**Example:** e.g. Choosing a topic I am passionate about; choosing a topic I already know is of interest to the audience I will be speaking to, etc.

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<sup>3</sup> Barnard, Dom. *Speech Topics: Guide to Choosing a Successful Topic*, VirtualSpeech, 5 Jan. 2018. Retrieved from URL <https://virtualspeech.com/blog/guide-choosing-successful-speech-topic>

**QUESTION:** What is the most significant factor – the *deciding* factor – for you ultimately choosing the topic for your speech? *Why?*

Of course, how *you* feel about the topic is important, but experts also note that it's important to think about who will be in the audience, and how *they* feel about the topic, too.

**QUESTION:** *Why?*

**A.)** The audience is more likely to be interested in the topic if you can show them how it relates to their own lives.

Nothing is more distressing for a speaker than to be giving a presentation . . . while looking out at an audience of bored or confused people! That is why it's important to **understand how to adapt the speech content to a specific audience.**<sup>4</sup>

**QUESTION:** What are some general things we can take into consideration to understand our audience better?

**A.) e.g.** Age; gender; cultural background; previous knowledge of the topic; is the audience open to certain approaches such as humor/audience participation; audience's general understanding of key components of the topic, such as a conflict/public policy/historic event, etc.

**Audiences can also be generally classified in to the following groups:**

1. **HOSTILE audience** – The audience does not want to listen to you. Perhaps they disagree with your point of view, or it is a sensitive topic that causes distress.

**Question:** How can you build trust and get the audience interested in what you are speaking about?

**A.) e.g.** Build interest by focusing on common ground and shared goals; back up your talking points with high-quality data; ask for their input and listen respectfully to their viewpoints, etc.

2. **CRITICAL audience** – Confrontational or skeptical audience members who consider themselves more knowledgeable than you and what to challenge your speech points.

**Question:** How can/should you respond to a critical audience?

**A.) e.g.** Thoroughly research your talking points and be prepared to present the objective, high-quality, and current resources you used in preparing your speech; be knowledgeable enough to discuss the pros and cons of ideas and positions; argue from a position of facts, not emotion, etc.

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<sup>4</sup> Thompson, Sophie. "How to Analyze Your Audience before a Presentation." *VirtualSpeech*, VirtualSpeech, 1 June 2017, [www.virtualspeech.com/blog/audience-analysis-speech](http://www.virtualspeech.com/blog/audience-analysis-speech).



3. **UNINFORMED audience** – The audience may not know anything about your topic, or, they may only know about it in a vague or misunderstood way.

**Question:** How can you engage an audience on a topic they do not already know about or fully understand?

A.) e.g. Use visual aids to concisely and simply explain the topic; use easy-to-grasp comparisons to help people understand abstract concepts; use human and relatable anecdotes to illustrate the humanity at the heart of a topic, where appropriate; avoid complex language and technical jargon; invite audience questions, etc.

4. **SYMPATHETIC audience** – This audience is interested in your topic, or even personally invested in the topic. They are easiest to persuade and motivate.

**Question:** How can you capitalize on your sympathetic audience's enthusiasm to make an even greater impact with your speech?

A.) Present *new and current* information about the subject that they may not have heard about yet; motivate the audience members to take action and provide examples of how they can have an impact on the issue, etc.

**FINALLY, the *size* of the audience matters!!**

**Question:** How do you think the *size* of the audience affects how you plan and present your speech?

A.) Audience size has an impact on the type of visual aids you can use; affects how body language and facial expressions contribute to the impact of your presentation; helps to determine how formal or informal the speech can be; may affect if/how you can take questions from the audience, etc.

### **CLOSING REMARKS:**

We've covered the first steps in focusing the message of a speech:

- Knowing the different *types* of speech.
- Identifying factors that help us choose the *topic* of a speech.
- Analyzing the *audience*, to better understand how to present the topic so it highlights its relevance and context to them.

In our next lesson, we'll screen a variety of speeches and see how the points we discussed today are applied in a real-world context.

Please review today's lecture notes and assigned readings for homework, in preparation for that lesson.

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## **LESSON I - HOMEWORK**

- **REVIEW the LUMINARI VIDEO – *Speak & Tell! Focus Your Message for Effective Public Speaking*, available at the following link:**  
<https://www.luminari.org/speak-tell-online/>  
Note: Scroll down to locate and play this video.
- **REVIEW the TYPES OF SPEECHES** [www.clippings.me/blog/types-of-speeches/](http://www.clippings.me/blog/types-of-speeches/)
- **REVIEW the TYPES OF AUDIENCES** [www.virtualspeech.com/blog/audience-analysis-speech](http://www.virtualspeech.com/blog/audience-analysis-speech)

## **LESSON II**

**Supplies:** Internet connection; SmartBoard or ability to project instructor's screen on overhead.

In our last class, we studied the different *types* of speech; and criteria to help us choose a speech *topic* of a speech. We also learned about the importance of analyzing the *audience*, and tailoring the speech so it was relevant and interesting to them.

Today, we will view and discuss public speaking techniques in notable speeches delivered by *teens*. **The examples we will use are from TED Talks.** TED Talks, as you are may be aware, are speeches organized by a non-profit organization called TED, which began in 1984 as a conference where speakers addressed topics related to Technology, Entertainment, and Design (*hence*, the acronym **TED**). Those TED speech topics have expanded over the years and now cover a wide range of subject matter.

**The speeches we will screen are ones the TED organization has noted as the**  
***9 TED Talks Recommended by Students, for Students***<sup>5</sup>

<https://blog.ed.ted.com/2017/03/16/9-ted-talks-recommended-by-students-for-students/>

**TIP:** The instructor will select 1 - 2 of the suggested TED Talks to screen (depending on length of class; *or*, the class may vote on the speech topics they are most interested in watching. Selections are:

1. **Looks aren't everything. Believe me, I'm a model** *by speaker* Cameron Russell
2. **The best kindergarten you've ever seen** *by speaker* Takaharu Tezuka
3. **Everyday leadership** *by speaker* Drew Dudley
4. **Grit: The power of passion and perseverance** *by speaker* Angela Lee Duckworth
5. **How to speak so that people want to listen** *by speaker* Julian Treasure

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<sup>5</sup> Brodsky, Annie. "9 TED Talks Recommended by Students, for Students." *TED*, 16 Mar. 2017, Retrieved from URL <https://blog.ed.ted.com/2017/03/16/9-ted-talks-recommended-by-students-for-students/>

6. **The power of introverts** by speaker Susan Cain
7. **High school stories** by speaker Casey Neistat
8. **The danger of a single story** by speaker Chimamanda Ngozi Adichie
9. **What adults can learn from kids** by speaker Adora Svitak

**AFTER SCREENING THE CHOSEN TED TALK, THE INSTRUCTOR WILL LEAD A CLASSROOM DISCUSSION, USING THESE SUGGESTED QUESTIONS:**

**QUESTION:** We discussed choosing a speech topic. What are your thoughts on the speaker's choice for topic, themes, and take-away message for a teen audience?

**QUESTION:** We also discussed *types* of speeches. Can you identify the *type* of speech this was? *i.e.* Entertaining, Informative, Demonstration, Persuasive, Motivational, Impromptu, Oratorical, Debate, Forensic Speech, Special Occasion Speech.

**QUESTION:** Which elements of the speech identify it as that type?

**QUESTION:** Did you find the subject matter of the speech was organized and delivered in a way that felt relevant and accessible to you? *Why or why not?*

**QUESTION:** Comment specifically on how the speech *opened* and how the speech *ended*. What did you feel was effective *and/or* ineffective in those elements?

**QUESTION:** Which other components of the speech did you find *most* effective, and why?

**QUESTION:** Which other components of the speech did you find *least* effective, and why?

**QUESTION:** Do you feel the speech was well- tailored to an audience of young people? *Why or why not?*

**QUESTION:** What about the speech felt specifically designed to appeal to young people? *OR*, what about the speech *failed* to feel like it was specifically designed to appeal to young people?

**QUESTION:** In the Luminari video we watched at the start of this lesson, public speakers were advised to have 3 supporting points, i.e. data to give credibility to their message. Did you hear supporting points in this speech? If so, what were they, and how do you feel they lent credibility to the speech?

**QUESTION:** Comment on the speaker's delivery style, i.e. voice inflection, dramatic pauses, body language, facial expressions, etc.

**QUESTION:** Did you find anything particularly *distracting* in the speaker's delivery style? If so, what was it, and why did it distract you?

**QUESTION:** Which, *if any*, techniques from this public speaker would you like to try to apply to your own public speaking efforts?

**QUESTION:** What was your final, overall impression and “take-away message” at the conclusion of the speech, e.g. Inspired, informed, emotionally affected, etc.

**TIP:** If class time allows and the instructor chooses to screen a second TED Talk, they will do so at this time, using the same questions above for a guided discussion after the screening.

### **CLOSING REMARKS:**

In our next lesson, we'll explore how to build the **supporting points** for your topic through high-quality research. Please complete the assigned reading for homework, in preparation for that lesson.

## **LESSON II - HOMEWORK**

- **READ:** *How to Research a Speech* <https://www.write-out-loud.com/howtoresearch.html><sup>6</sup>

## **LESSON III - (60 minutes total) – Introduction of ACTIVITY/ASSESSMENT**

In a previous class in this lesson, we screened the **LUMINARI video: *Speak & Tell! Focus Your Message for Effective Public Speaking*** (available at the following link: <https://www.luminari.org/speak-tell-online/> NOTE: Scroll down to locate and play this video).

That video recommended building **3 supporting points** for your speech topic. We will begin today's lesson by discussing **how to develop supporting points**.<sup>7</sup>

**Supporting points are resources that give your main points credibility. They fall into 3 basic categories:**

- **EXAMPLE** - A concise example that reinforces your point, **e.g.** Your speech is about decreasing the amount of homework given, and you support that with a **brief example** of how much time *you* spend on homework each evening.
- **STATISTICS** – Data from an objective, high-quality, and current source, found and verified through multiple sources and methods (as described in the assigned homework reading). **e.g.** Your speech is about decreasing the amount of homework given, and you

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<sup>6</sup> “How to Research Informative or Persuasive Speeches.” *WriteOutLoud.com* N.p., n.d. Web. Retrieved from URL [www.write-out-loud.com/howtoresearch.html](https://www.write-out-loud.com/howtoresearch.html).

<sup>7</sup> Jackson, Cathryn. “LESSON PLAN: Types of Supporting Materials for a Speech. Chapter 5/Lesson 3.” *Study.com*, [study.com/academy/lesson/types-of-supporting-materials.html](https://study.com/academy/lesson/types-of-supporting-materials.html).

support that with data from a Pew Research Center study that found today's students spend about twice as much time on homework each day as students did in the 1990's.<sup>8</sup>

- **These supporting points may be accompanied by visual aids, such as graphs, displays of data sources, images, video, etc.**
- **TESTIMONIALS-** An expert provides statements about their experiences with a topic. **e.g.** Your speech is about decreasing the amount of homework given, and you support that with a testimonial provided by an expert in the field of education, who can speak knowledgeably about the pros and cons of homework, and if/how it supports academic achievement.

Each of these **supporting points** can strengthen your speech because they are built on a foundation of qualitative and quantitative evidence.

### **LESSON III - SMALL PEER TEAM ACTIVITY/ASSESSMENT-**

**Part I - Supplies:** Internet connection; writing pads *or* computers with word processing program (e.g. Microsoft Word, Apple Pages, Google Docs, etc).

Now it's *your* turn to find **supporting points**! Let's stick with the topic we've been using as an example: A **PERSUASIVE SPEECH** about the amount of homework given by teachers.

**We will do this exercise in Small Peer Teams and each team will come to consensus on which position they take, pro or con, i.e.**

- A Persuasive Speech that advocates for giving *less* homework.
- OR**
- A Persuasive Speech that advocates for teachers giving as much homework as they deem necessary to support the curriculum.

### **INSTRUCTIONS (SEE ATTACHMENT FOR PRINTABLE ASSIGNMENT)**

- The instructor will divide the class into Peer Teams of 2 – 3 students each, depending on class size.
- Each Peer team will be given the remaining class period to conduct research **to support the pro or con position they chose**, using a variety of methods and sources (e.g. those suggested in the assigned homework reading) to **find and authenticate** objective, current, and high-quality supporting points.
  - **1 x EXAMPLE**
  - **2 x STATISTICS**

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<sup>8</sup> Livingston, Gretchen. "The Way U.S. Teens Spend Their Time Is Changing, but Differences between Boys and Girls Persist." *Pew Research Center*, Pew Research Center, 30 May 2020, [www.pewresearch.org/fact-tank/2019/02/20/the-way-u-s-teens-spend-their-time-is-changing-but-differences-between-boys-and-girls-persist/](http://www.pewresearch.org/fact-tank/2019/02/20/the-way-u-s-teens-spend-their-time-is-changing-but-differences-between-boys-and-girls-persist/).

- **TIP:** The instructor will remind students to refer to resources from the assigned homework reading as they conduct research:<sup>9</sup>
- [Locating information](#)
- [Researching on the internet](#)
- [Using a library](#)
- [Using the telephone](#)
- [The challenge of collating results](#)
- [How to process and prioritize information](#)

**Peer Teams will create a 5 – 7 minute PowerPoint and ORAL PRESENTATION TO BE GIVEN IN THE NEXT CLASS PERIOD.**

**The PPT will include:**

- The team's chosen EXAMPLES & STATISTICS
- A bibliography of the sources and authentication methods they used to ensure these example and statistics came from objective, current, and high-quality sources.

**The ORAL PRESENTATION will include:**

- 5 - 7 minute oral presentation
- EACH member of the Peer Team must deliver an equal portion of the oral presentation.
  - Oral presentation should be professional and compelling, drawing on effective public speaking techniques studies in these lessons.
- An explanation of the research and authentication methods they used to ensure their chosen example and statistics came from objective, current, and high-quality sources.
- Why they believe their chosen examples and statistics are effective supporting points for their pro or con argument.

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<sup>9</sup> "How to Research Informative or Persuasive Speeches." *WriteOutLoud.com*

### **RUBRIC for ORAL PRESENTATION & PPT**

<b>Category</b>	<b>Points Possible</b>	<b>Points Earned &amp; comments</b>
<b>ORAL PRESENTATION</b> – The oral presentation met the required time limit; it included and used a PowerPoint as an effective visual aid; each member of the Peer Team delivered an equal portion of the oral presentation; and, Peer Team members used effective public speaking techniques studied throughout this lesson.	<b>40</b>	
<b>QUALITY OF RESEARCH AND AUTHENTICATION METHODS FOR SUPPORTING POINTS</b> – The presentation and research included the required number of examples and statistics; appropriate research and authentication methods were used to ensure examples and statistics came from objective, current, and high-quality sources; Peer Team members adequately justified why their chosen example and statistics served as strong <b>supporting points</b> for their pro or con position on the topic.	<b>40</b>	
<b>PPT MECHANICS</b> – PowerPoint presentation observed the mechanics of writing, using appropriate grammar, punctuation, spelling, and formats. It also included an appropriately formatted <b>bibliography</b> for all sources used in their research for the assignment.	<b>20</b>	
<b>Additional Comments:</b>		<b>TOTAL POINTS:</b>

## **LESSON IV - SMALL PEER TEAM**

### **ACTIVITY/ASSESSMENT-Part II**

**Supplies:** Internet connection; SmartBoard or ability to project instructor's screen on overhead.

**In this class, each Peer Teams will deliver its 5 – 7 minute oral presentation, using the overhead or SmartBoard to project the PowerPoint that serves as a visual aid.**

### **For further study:**

**Instructors may choose to expand this lesson and require students to research, write, and deliver a speech, in conjunction with other course curricula.**

### **FOR FURTHER STUDY**

**Instructors may choose to expand this lesson and complete it in tandem with other Lesson Plans in the Luminari *Speak & Tell* video series, to provide additional strategies for combatting anxiety that contributes to negative body language; and focusing the message of a speech.**

**Luminari videos from the *Speak & Tell* series are available at:**

**<https://www.luminari.org/speak-tell-online/>**

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### **SEE SEPARATE ATTACHMENTS for printables for:**

- p. 9
- p. 11
- pp 12, 13, 14

### **REFERENCES\***

Barnard, Dom. *Speech Topics: Guide to Choosing a Successful Topic*, VirtualSpeech, 5 Jan. 2018. Retrieved from URL <https://virtualspeech.com/blog/guide-choosing-successful-speech-topic>

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## **BENCHMARKS AND PERFORMANCE STANDARDS**

### **Common Core State Standards Initiative**

#### **English Language Arts Standards » Speaking & Listening » Grade 9-10**

<http://www.corestandards.org/ELA-Literacy/SL/9-10/>

#### **COMPREHENSION AND COLLABORATION:**

##### CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

##### CCSS.ELA-LITERACY.SL.9-10.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

##### CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

##### CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

#### **PRESENTATION OF KNOWLEDGE AND IDEAS:**

##### CCSS.ELA-LITERACY.SL.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.

CCSS.ELA-LITERACY.SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 [here](#) for specific expectations.)