

The Art of Public Speaking Sample

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Introduction

An Essential for Every High School Student

Public speaking, like essay writing, is one of the essential courses that we believe every high school student needs. The importance of public speaking has little to do with high school credit and more to do with developing an important and useful life skill. Most adults have to speak before some type of audience whether at work, church or social events. Most importantly, this course is designed to help a student develop confidence and passion for sharing his testimony with others. While we would never negate the power of the Holy Spirit in such situations, we firmly believe that God gave us knowledge and tools to use in advancing His kingdom and we shouldn't neglect sharing those skills with our children.

With our high school curriculum, *The Art of Public Speaking*, your student will learn to prepare for and present four types of speeches: impromptu, expository, persuasive and apologetic. This course is designed with step-by-step, detailed instructions for both the student and teacher providing a clear picture of each speech style along with solid goals and objectives. Even parents who do not view themselves as strong speakers or writers can teach this course because the evaluation section describes exactly what you need to look for in your student's speeches and explains how to determine a fair grade, as well. The evaluation forms and rubrics make it simple for anyone to determine the appropriate value or grade of a presentation.

Other significant highlights include:

- An introduction with information about the steps to successful public speaking and how to fully use the curriculum.
- Speech units including definitions, goals and objectives, advanced preparation ideas and step by step instructions for writing and presenting each speech.
- Step by step instructions focusing on topic selection, creating a strong thesis, using a speech map to organize main and supporting ideas, practicing and presenting each speech type.
- Evaluation forms and directions, rubric usage and recommendations for the teacher when observing and grading speeches.
- The opportunity to utilize the course for honors credit.
- Appendices containing helpful tools such as:
 - topic idea lists

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- speech map for simpler organization
- evaluation forms and rubrics
- online sample speeches and resources
- using visual aids
- tips for dealing with common public speaking issues
- how to use note cards.

Your student will not need to fear public speaking or sharing his testimony after taking this course. By using *The Art of Public Speaking*, you can provide him with the necessary preparation and speaking skills that will support him beyond even college, into adult life.

Teacher's Notes

We recommend that students taking this course also take the *Essay Styles* course or a similar class because speeches are structured similarly to essays. The two courses could also be of value to the student if taken concurrently.

The Art of Public Speaking is typically taught in one semester and most often considered an academic elective. Although strong writing and research skills will benefit a student in this course, the focus is still primarily on the presentation of the speech. A student with weak writing or research skills will probably need assistance with developing speech material.

One of the best resources a teacher can utilize when teaching this course is the Internet. A large number of speeches of every sort are available for listening and viewing at no cost. Many different people have performed famous historical speeches, such as *The Gettysburg Address*, allowing students to hear material from a time when audio recordings were not available. College students are often required to put their speeches on youtube.com for other students to critique. While we certainly do not condone all of the material available on youtube.com, we do believe that using those resources in a positive and specific way makes sense. Many websites, such as americanrhetoric.com, offer a wide variety of speeches for listening and viewing. Apologetic speakers, often famous preachers and authors, provide recordings of their sermons and speeches free online. We so appreciate the works of such current greats as John Frame and John Piper, not to mention wonderful messages left behind by C.S. Lewis, Jim Eliot and others.

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Subject Integration Possibilities

As previously noted, it is possible to teach this course concurrently with *Essay Styles*, beginning this course second semester to coincide with the timing of teaching the expository and persuasive essay types. Public speaking can actually be integrated with almost any humanities course, from history to literature, by having students learn and recite famous speeches, poetry or literary works.

Honors Credit

One option available with this course is **Honors** credit. It is best to decide ahead of time if your student will be following an honors track with this course. An Honors curriculum should be more challenging and time consuming, typically requiring higher level thinking skills and more effort.

Ways to make this course honors include the following:

- The topics chosen should be challenging, often requiring more extensive research.
- Longer speeches aren't always better, but honors students should strive toward more highly developed speeches edging toward the higher time limit.
- The expectations for evaluation should be higher with the student working diligently, improving with each speech.
- The student should give several more impromptu speeches and add a famous historical or apologetic speech.

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Public speaking often challenges students, and adults, because it incorporates many different skills from organizing and researching to writing and presenting. Overall, students should be able to competently do the following in order to succeed and grow in this course:

- select a topic that is appropriate for the speech style
- complete appropriate research
- write a thesis statement or question
- utilize the speech map to organize main and supporting points
- use note cards without reading from them
- create a presentation that is articulate and complete.

It is imperative that students work through each and every step of preparation and presentation of a given speech. Even if a student is talented enough to speak without notes, it is

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essential to develop these skills for more challenging work in the future. Initially, the teacher should evaluate each step of the process to make sure that the student is completing it thoroughly and correctly.

Speech Styles

The styles of speeches studied in this curriculum include impromptu, expository, persuasive and apologetic. A very brief description of each might be:

1. **Impromptu** – a shorter speech where the student only has a few minutes to prepare. Typically the topic is assigned by the teacher right before preparation time begins.
2. **Expository** – in this speech, the speaker enlightens, teaches or defines a topic.
3. **Persuasive** – a style of speaking that is used to argue a specific point with strong support.
4. **Apologetic** – a type of persuasive speaking where a person defends some specific aspect of his Christian faith.

The speeches are assigned in order from least to most difficult, for most students. Each unit of this curriculum focuses on one particular speech style with the ultimate goal being presentation of that speech.

Speech Presentation

The emphasis in this course is based on the actual speech presentation. However, it is essential that teachers stress the importance of the steps of preparation, even if they are not to be individually evaluated. For example, a student who neglects to research may find that his speech is weak and lifeless, even though his speaking skills may be very strong. Or a student who doesn't use the speech map may find himself giving a poorly organized speech. Preparation and practice increase the value of any public speaking endeavor.

Understanding the Units





Each of the speech units is similarly designed and follows in chronological order as it is to be completed. Pay particular attention to who is to read each section, as some sections are written to the teacher, some are to be read by both the teacher and the student, and some are written directly to the student. For clarity, the sections written directly to the student will be indicated throughout

the curriculum by a light bulb  at the beginning of the section.

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For this course, the evaluation sections follow the impromptu speech unit and the last formal speech type. Since evaluation for each formal speech is so similar, we've designed that section for teachers to utilize that is applicable to every speech. Specific tools for evaluation and grading are in **Appendix C**, which include evaluation forms and rubrics.

The unit sections are as follows:

- *Timeframe for Completion* – this is an estimate for the average student. Your student may need more or less time, which is fine as long as the work is properly completed. This is an excellent opportunity for high school students to learn to set and meet deadlines. If you're teaching this course to more than one student* you may want to divide students into presentation groups so they are not all presenting on the same day.
- *Definition* – While this portion is mainly *written to the teacher*, it should be read and discussed by the teacher and the student prior to beginning each speech. The definition is a vital component for understanding the type of speech.
-  *Tips for speaking* – Directed to the student, these tips are different with each speech, but focus on specific skills that will enhance the quality of the student's presentation.
-  *Speech details* – These details, *written to the student*, more clearly define the requirements for the specific speech in an easy to read bullet format.
- *Objectives* – While *written to the teacher*, these three types of goals should be read and understood by the student, as well. They provide direction for what the student should accomplish with each speech type and also focus on what will be evaluated during presentation.
-  *Advanced Preparation* – *Written to the student*, this activity is designed to help the student become familiar with the speech type by listening or viewing other speeches. It may allow a student to have a clearer picture of a particular speech style and provide an example of strong speaking.
-  *Assignment steps* – *Written for the student* to follow, they provide detailed instructions on how to prepare for a presentation.

* In order to comply with copyright law, students from different families need to purchase their own set of *The Art of Public Speaking* curriculum. Contact us about volume discounts for co-ops and schools and other groups at infodesk@trainupachildpub.com.

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- *Evaluation – Written to assist the teacher*, this procedure was designed to make the evaluation process easier and more understandable for both the teacher and the student.

Appendices

Throughout the curriculum there are references to the Appendices for topic lists, speech examples, resources, a speech map template, evaluation tools troubleshooting public speaking issues and using note cards effectively. We suggest you become very familiar with this section before beginning to teach as it will help solidify each speech style in your mind and give you confidence to properly evaluate your student's presentation. If your student is using visual aids, be sure to refer to **Appendix E**. If you have a student suffering from anxiety related to public speaking, read **Appendix F** with your student for tips to overcome fear.

Final Notes

As with any curriculum, it is important for the teacher to read it thoroughly prior to teaching. We recommend reading through the material one time and then re-reading each unit before beginning to teach it. Being familiar with the curriculum will aid with both teaching and learning.

With Public Speaking, the student needs to focus heavily on the preparation and practice for the best presentation possible. The amount of time that your student commits to practicing his speeches will be evident in the overall presentation. We encourage all students and teachers not to skip steps. Public speaking is not only useful for academic purposes but also contributes to the ability of students to articulately communicate throughout life. May God bless your endeavors!

Support

If you have any questions about how to use this curriculum, please contact us at infodesk@trainupachildpub.com and we will get back to you within one business day. We are here to help you succeed!

Notes:

Impromptu Speech

Speaking “off the cuff”

*Note: For a list of possible impromptu topics, see **Appendix A***

Timeframe for Completion: Periodically, throughout the course, with a minimum of four impromptu speeches.

Definition:

An impromptu speech generally allows for minimal preparation but also tends to be shorter than other speeches. For the purpose of this course, the student is allowed a choice of three different topics, with fifteen minutes to prepare and then, must give a speech of 1-3 minutes. The topics should not require research, allowing the student to rely on his own knowledge of the subject.

Note: A more formal type of impromptu speaking, commonly practiced in high school, is **extemporaneous speaking**. These speeches are often given in a competitive format, as with debate or forensics, and have very strict guidelines. The student often chooses from a list of 3-5 questions, all related to current events, and uses research and resources that he has acquired in preparation. Allowed preparation time is often around 30 minutes. The speech is generally persuasive, lasting approximately seven minutes. Some extemporaneous events allow for teams to participate. As this is not a forensics course, we will not be utilizing extemporaneous speeches, but felt that an introduction to this style is relevant, especially for students who might consider participating in debate.



Tips for impromptu speaking:

1. Relax! This form of speaking is not formal and should be entertaining for both the speaker and the audience.
2. Start with a simple Speech Map. See **Appendix B** for a Speech Map template.
3. Limit your points. With only 1-3 minutes to speak, focus on 2-3 main points.

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4. Be sure to provide support. Your points may be excellent, but make sure you clearly support each with examples or knowledge. Don't assume that the audience knows what you mean; provide supporting information.
5. Use your gifts. If you have a strong sense of humor or great story telling skills, use those gifts to make your speech even more effective.
6. Stay within the time limit. Students most often lose points by being under or over the time limit, so don't disregard it.

Objectives

Organizing:

1. The student will quickly and methodically organize a short speech within a fifteen minute timeframe.
2. The student will include obvious points and have a clear thesis or goal for his speech.

Standard Speaking Skills:

All standard speaking skills are followed. See the impromptu evaluation form in **Appendix C** for speaking skills to be evaluated.

Impromptu Format Related:

1. The speaker chooses a topic from the presented selection.
2. The speaker uses only fifteen minutes for preparation and outlining.
3. The speaker stays within the 1-3 minute time limitation.



Steps for an Effective Impromptu Speech:

1. Choose a topic you understand thoroughly. If you are challenged by all of the topic options, choose the one with which you are most comfortable. Use the speech map in **Appendix B** to help outline your speech quickly.
2. Develop a thesis or goal immediately – Choose one very specific point that can be derived from your topic. Don't worry if your thesis seems obvious. The point of an impromptu speech is to think on your feet and communicate well under pressure.

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Example - Three topics including:

- 1. Values learned through baking*
- 2. How to be a supportive big brother/ sister*
- 3. The most important skills needed to succeed in high school*

Obviously, if you're not an older sibling, you could eliminate number 2, unless you're a younger sibling who could make some valid points! 😊 If you're not interested in baking, definitely eliminate number 1 because it will require more thought. The third choice should be an option for almost any high school student.

3. Establish your main points. Develop 2-3 main points that support your thesis. If you try to squeeze in more than three points, your speech may seem rushed and confusing. If you feel you'll have enough time to plan and present four points, you can also eliminate the fourth point if your time becomes tight.

Example – I chose “Lessons I learned through baking” and my main points include:

- Following directions*
- Precision*
- Patience*

4. Create support evidence. You'll want 2-3 pieces of support for each of your main points. Support evidence can be in the form of personal experience shared through a short (very short!) anecdote, statistics and facts that you already know to be true and generally known information to which your audience can relate.

Example – The following evidence could support my points if presented properly:

- Following directions – unlike other forms of cooking, baking requires specific ingredients and procedures in order for the baked goods to turn out properly. My examples might include melting butter when making cookies rather than softening it as in the directions. Melted butter often makes cookies flat and burn easier.*
- Precision – While a stew or casserole might allow you to toss handfuls of ingredients in the pot without concern for measurement, baking requires exact measurements. Too much or too little yeast can cause adverse effects to the quality of bread.*
- Patience – In many cases, baking involves multiple steps including times where ingredients need to just sit. Example would be bread rising. Also, having to smell baked goods and not being able to eat them*

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immediately requires patience (present humorously). Many baked goods must also cool thoroughly before cutting or slicing and that definitely allows for patience practice!

5. Remember your speaking basics. Speak clearly, make eye contact and avoid repeating words such as “um” and “like.” Review the evaluation form for impromptu speeches in **Appendix C** to insure that you have a clear understanding of what is expected of you.

6. Don't panic! Even if every thought leaves your head as you begin speaking, just take a deep breath and give it a shot. Impromptu speaking is a skill that will definitely improve as you practice it. You'll have multiple opportunities as you study this subject to give such speeches.

7. Learn from your evaluations. Do your best and then take your evaluations seriously to help you improve. Learning to respond positively to criticism is a maturing process but remember that your goal is to do a little better with each impromptu speech.

Evaluating Impromptu Speeches:

- This type of speech is probably the easiest to evaluate. Remembering that the student is speaking without much preparation is important. Also, the goals of this type of speaking are: to build confidence, develop experience and think quickly. Early in the course, impromptu speeches should be graded much more graciously than later speeches.

Using the Impromptu Speech evaluation form in **Appendix C** provides an organized and easy method for grading. The numerical values correspond to the rubric system so your grades for these shorter speeches can be consistent with the grades for the formal speeches. We recommend combining these evaluation grades at the end of the semester to equal the value of one formal speech grade. Remember, improvement should be the overall goal as you evaluate a student's progress with this type of speech.

- Be sure to go over the evaluation with your student after the presentation. It's usually best to point out the positives and then select one or two areas to work on with the next impromptu speech.
- Students should give at least one, ideally two, impromptu speeches before presenting a full length formal speech.

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- We recommend not doing more than one impromptu speech in a day's time.

This is the end of The Art of Public Speaking sample! If you have any questions about this or any of our other courses, we would love to hear from you at the email address at the bottom of the page.