

Let's Give You Something to Talk About!

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Time Frame 110-150 minutes

Essential Question(s)

How can you find ways to speak clearly and confidently to large groups?

Summary

Students will listen to an engaging speech and record their thoughts. Students will then choose a topic of their interest and write down all they know about the topic in a two-minute paper. Students will learn more about preparing a speech and discuss their learning with their peers. They will create an outline for a speech along with cue cards over their chosen topic. Students will record themselves delivering the speech in Padlet and complete a self-reflection rubric.

Learning Goals

- Students will construct outlines and cue cards to prepare speeches.
- Students will practice delivering their speeches and critique their own speeches using a self-reflection rubric.

Attachments

- Activity Slides—Let's Give You Something to Talk About.pptx
- Speech Outline Handout—Let's Give You Something to Talk About - Spanish.docx
- Speech Outline Handout—Let's Give You Something to Talk About - Spanish.pdf
- Speech Outline Handout—Let's Give You Something to Talk About.docx
- Speech Outline Handout—Let's Give You Something to Talk About.pdf
- Speech Self-Reflection Rubric—Let's Give You Something to Talk About - Spanish.docx
- Speech Self-Reflection Rubric—Let's Give You Something to Talk About - Spanish.pdf
- Speech Self-Reflection Rubric—Let's Give You Something to Talk About.docx
- Speech Self-Reflection Rubric—Let's Give You Something to Talk About.pdf

Materials

- Activity Slides (attached)
- Speech Outline handout (attached; one per student)
- Speech Self-Reflection Rubric (attached; one per student)
- Computers, tablets, or smartphones with internet access
- Pens/pencils
- Paper
- Index cards
- Highlighters
- Business attire for final speeches (optional)

15 minutes

Engage

Begin by displaying **slide 3** from the attached **Activity Slides**. Inform students that they will watch a speech by a graduating high school senior and complete an I Notice, I Wonder exercise. Have students take out a piece of paper and divide the sheet into two columns labeled “Notice” and “Wonder.” In the appropriate columns, have students answer the questions on the slide:

- What are some positive things about the speech that you ***noticed***?
- What are things you ***noticed*** that could be improved in the speech?
- What do you ***wonder*** you might need to do to prepare a speech for a large audience?

Go to **slide 4** and play the embedded video of North Penn High School student Kaelan Daly delivering her valedictorian speech.

Embedded video
https://youtube.com/watch?v=zFm07bB2xaE

After students have filled in their “I Notice, I Wonder” charts, have a few students share their responses.

Transition through **slides 5–6** and introduce to students the essential question and learning objectives of the activity. Explain to students that, by the end of this activity, they will deliver speeches of their own. Let them know there is no need to panic, as this activity will help them learn to write and deliver speeches with confidence.

40 minutes

Explore

Display **slide 7**. Ask students to think about a topic they enjoy talking about with others. The topic could be relevant to subjects they are passionate about or to the particular club in which this activity takes place.

Ask students to write a Two-Minute Paper in which they list everything they know about that topic and explain why it interests them. Let students know that they do not need to worry about spelling or grammar as they write. You may use the two-minute timer in the slide to moderate the exercise.

Embedded video
https://youtube.com/watch?v=HcEEAnwOt2c

Once students are finished with their papers, display **slide 8** and have students share their papers with an Elbow Partner. You may use the five-minute timer in the slide to moderate the discussions.

Embedded video
https://youtube.com/watch?v=EVS_yYQoLJg

Once students finish sharing with their Elbow Partner, have students share anything unique or interesting they may have learned from their partner's paper. You could take a moment to point out when students showed enthusiasm as they shared their topic with their peers. Encourage students to harness that enthusiasm as they craft and deliver their speeches.

Display **slide 9** and have students navigate to an article link embedded in the slide. Provide students with a few minutes to read the article. From the article, students will learn the steps they need to take to prepare to speak in front of an audience.

Proceed to **slide 10**. This part of the activity will engage students with an exercise that merges two strategies: Fold the Line and S-I-T. Have students form one long line. "Fold" the line in half by having the students in the front walk down toward the students at the end of the line. The rest of the line follows the leader, so when the leader reaches the end of the line and stops moving, each student stands across from the classmate who was opposite them in line. The students facing each other will be paired as Elbow Partners. Within each pair, students will take turns answering the three questions on the slide, which ask them to consider the most surprising, interesting, and troubling aspects of speech preparation.

Teacher's Note: Introduction to Outlines

If your club meets for less than two hours, this will likely be the spot at which you end your meeting for the day. Before doing so, you might take a few minutes to let students know that they will learn how to organize their speeches using outlines during the next meeting. Consider encouraging students to start thinking about topic ideas that they will expand upon in their speech outlines when you meet again.

60 minutes

Explain

Display **slide 11**. Take a few moments to go over each portion of the outline with students. Let students know that they will write an outline to prepare a 2–5-minute speech that they will record for themselves later in the activity.

Distribute a copy of the attached **Speech Outline** handout to each student. On a separate sheet of paper, have students work alone or in groups and write their outlines for their speeches using the outline provided on the handout as a model. Walk around the room to check on students and make sure they have a clear idea of what they want to share with the audience in their speech. Make sure that they know how to convince the audience that their topic is important.

Teacher's Note: Group Work

Although not necessary, arranging students in groups of 3–4 might be beneficial when they write their outlines. While students would still write their own outlines, this would give them the option to turn to their peers for feedback and encouragement periodically.

Teacher's Note: Transitions

If students are unfamiliar with transitions or do not know how to use them, feel free to show them the hidden **slide 12**. This slide provides students with a definition for transitions and examples of transition words that can be used to indicate time/sequence, emphasis, or contrast.

45 minutes

Extend

Display **slide 13.** Inform students that they will write speech resources in class using cue cards. Let them know that they should have a cue card for each of the following:

1. Introduction
2. Main idea 1
3. Main idea 2
4. Main idea 3
5. Closing

Students will use highlighters to color-code main ideas, supporting details, and transitions.

You may display **slide 14** if you wish to share an example of a highlighted cue card with students.

Teacher's Note: Categorical Highlighting

For this activity, you could consider using a modified version of the Categorical Highlighting strategy. The strategy provides students with an opportunity to look through an existing text and identify different categories or ideas in a text by marking them with different colors of highlighter. This activity will differ, in that students will create the text that they will be highlighting. However, by reviewing their own work and using three colors to identify main ideas, details, and transitions, they will be able to have a better understanding of the way they've structured their speeches. This may also help them identify ways to improve their speeches before delivering them.

If you choose to use this strategy, display hidden **slide 15** and go over the instructions with students before they begin the exercise.

10 minutes

Evaluate

Teacher's Note: Preparation

Before starting this activity portion, make sure to paste your custom Padlet page link on **slide 16** for students.

Display **slide 16**. Let students know they will record their speeches using an app called Padlet. Let students know that they will be able to read from their cue cards as they record their speeches, although they should try to look at the camera when possible.

Afterward, distribute the attached **Speech Self-Reflection Rubric** to each student. Ask students to read through the rubric carefully as they watch the recordings of their speeches. Encourage students to keep the following questions in mind; they will answer them at the bottom of the rubric: *What did I do well? Where can I improve?*

Research Rationale

Regardless of the focus of the extracurricular activity, club participation can lead to higher grades (Durlak et al., 2010; Fredricks & Eccles, 2006; Kronholz, 2012), and additional benefits are possible when these clubs explore specific curricular frameworks. Club participation enables students to acquire and practice skills beyond a purely academic focus. It also affords them opportunities to develop skills such as self-regulation, collaboration, problem-solving, and critical thinking (Allen et al., 2019). When structured with a strong curricular focus, high school clubs can enable participants to build the critical social skills and "21st-century skills" that better position them for success in college and the workforce (Allen et al., 2019; Durlak et al., 2010; Hurd & Deutsch, 2017). Supportive relationships between teachers and students can be instrumental in developing a student's sense of belonging (Pendergast et al., 2018; Wallace et al., 2012), and these support systems enable high-need, high-opportunity youth to establish social capital through emotional support, connection to valuable information resources, and mentorship in a club context (Solberg et al., 2021). Through a carefully designed curriculum that can be implemented within the traditional club structure, students stand to benefit significantly as they develop critical soft skills.

Resources

- Krieglstein, T., Ruiz, M., Colleran, S., & Rothschild, L. (2016, May 26). *First year student to first year success: 21 things you need to know when starting college*. CreateSpace Independent Publishing Platform.
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