



## Lesson Plans

### Introduction to Public Speaking

The objective of this piece of the CPF-PEI Concours d'art oratoire toolkit is to provide a series of activities that can be used to introduce public speaking in the classroom. One approach to integrating language learning into the curriculum is to focus on interdisciplinary processes. One process shown to be extremely successful is the use of speech skills. Objectives that can be addressed through this process are:

- Lifelong application of language skills;
- Focus on the inter-relatedness of listening, speaking, reading, writing, and observation;
- Ability to use research skills effectively;
- Use of higher level cognitive skills such as analysis and synthesis;
- Expansion of language through active involvement in language situations;
- Use of language to communicate understanding, ideas, and feelings; and
- Social and personal development.

### Public Speaking Activities

Among other things, it has been shown that oral expression skills have a significant impact on job acquisition and promotion. Yet, if you were to research “fears and phobias,” you may be surprised to see that fear of public speaking is people’s number one fear! The following activities will help your students improve and excel in public speaking.

*Regarding the provincial CPF-PEI Concours d'art oratoire 2012, a student shared that “it gave me experience in publicly speaking French. I feel this experience will help me out in more public scenarios, such as speaking French with customers at work.”*

- 2012 participant

### **Activity 1. Introduction to public speaking, a discussion.**

Objective: In discussing public speaking, students will better understand the behaviours and techniques they need to emulate in their own public speaking experiences.

**Allotted time:** 20-25 minutes.

**Materials needed:** Discussion questions.

**Main Body:** Discussion questions:

1. Who speaks for a living? What can you say about their public speaking skills? e.g., radio announcers, talk show hosts, teachers, politicians, news reporters, actors, comedians, police officers, etc.
2. Why is speaking to others so important? e.g., the importance of being understood, sharing your ideas and thoughts eloquently, etc.
3. When might you need to speak to more than one person at a time? e.g., class presentation, school assembly, public speaking contest, interviewing for a job with multiple employers present, school committee, etc.
4. In order to communicate effectively and professionally, what skills are most useful? e.g., being able to express yourself clearly and concisely, being to-the-point, avoiding use of jargon, helping the listener understand your perspectives without creating resistance, etc.

**Ending:** Summarize discussion answers. As a class, how do we view public speaking? What skills are needed to be an effective public speaker?

### **Activity 2. Speaking in small groups.**

Objective: Students will have an opportunity to give an impromptu speech in small groups. The intention is that students will give a short speech on topics drawn at random. You may wish to create all of the topics or have the students write down two or three suggestions each.

**Allotted time:** 20 minutes.

**Materials needed:** Slips of paper for topic selections.

- Main Body:**
- a. Create small groups of 5-6 students.
  - b. Within each group, a student will be given up to one (1) minute to give an impromptu speech to their group on a topic drawn at random. There should be little to no preparation time for the student. Ideally, a topic should be drawn from a container and the student should begin their impromptu speech immediately. The topics should be simplistic and relatable enough in order for this activity to run smoothly.
  - c. Each student will be given one (1) minute to perform, thus it should take no longer than 10 minutes for entire group (5-6 students) to give their speeches.

**Ending:** For the next 10 minutes, have the students discuss (in small groups, or as a class) how it felt to give an impromptu speech. Have students discuss areas in which they would like to improve, or perhaps areas in which they feel confident and successful. (e.g., “I feel as though I am able to clearly express myself,” or “I would really like to find a way to relax more when I am speaking in public.” Any and all answers are welcome.)

### **Activity 3. Impromptu speech to class.**

Objective: Instead of being in small groups, students will deliver an impromptu speech to the entire class. This activity can be evaluated, but not necessary, that is up to you. Evaluations could be performed by some or all of the following: peers, student, and/or teacher.

**Allotted time:** 40 minutes.    **Materials needed:** Slips of paper for topic selections; cue cards.

**Main Body:**

- a. Select topics you feel are appropriate, or have the students select appropriate topics (have them choose and write them the day before if you wish to screen them). Have all topics written on slips of paper in a container from which to be chosen.
- b. After selecting a topic from the container at random, students should receive one (1) minute to prepare a one (1) minute speech. In this time, students should write down their main points on their cue cards and when the one minute is up, set their cue cards on a corner of their desk. Ask students not to work on their speeches and to listen respectfully to the presentations of their peers.
- c. When a speaker's presentation time has elapsed, the speaker should be notified and interrupted.
- d. Remind students that speeches are to be evaluated (if you choose to do so) so to take their presentation as seriously as possible.

**Ending:** If time permits, have small group or class discussion on what it felt to give an impromptu speech to the entire class.

### **Final project. The delivery of a prepared speech.**

Objective: For students to write, rehearse, and deliver a short (3-5 minute) speech, to be evaluated. Evaluations could be performed by some or all of the following: peers, student, or teacher.

**Allotted time:** TBD

**Materials needed:** Paper, writing utensils, computers for research, library visit (if needed), cue cards (if needed)

**Main Body:** In keeping with the CPF-PEI Concours d'art oratoire guidelines, students are to select a topic of their choice. Some students may have difficulty selecting topics on their own, so it is important to spend some time helping those students who require a bit of guidance. Be sure the topic is of interest to them and they will be reasonably able to research it. It is suggested that you allot class time for library and computer research as well as writing, revision, and practice. This final activity may span over the course of several days or as long as several weeks. It is up to your discretion.

**Ending:** In holding an in-class CPF-PEI Concours d'art oratoire, you will need to review the rules and regulations set out by CPF. Please see the "How organize a classroom Concours d'art oratoire" section.