



Speak Up!

Lesson 6 - Speech supplements

Objective: to learn what is needed additionally to present your speech in an interesting way

Materials needed: white board, markers, timer or stopwatch

Lesson plan:

1. Greet students
2. To recap the previous lesson, give the students 5 minutes to think of 3 ways to start a speech, 3 features that go in the main body of a speech, and 3 ways to end a speech. If you would like, you can give them a speech topic that they have to think of examples for.
3. Ask the students what makes the way someone presents a speech impressive - tell them the answer is not reading your speech. Explain to them the three ways they can prevent reading their speech:
 1. Memorising the entire speech: this is very impressive but requires a lot of work, and it is risky since you might forget it.
 2. Ad-libbing the speech: requires past experience and lots of confidence.
 3. Having speech prompts to guide you on what to say: this reduces the risk that you will forget what to say.



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Lesson plan:

4. Discuss the merits of each method, and then ask them to vote on which one they prefer.
5. Explain that in order to effectively memorise a speech, you need to:
 - practice in front of family and friends
 - record yourself to watch your performance
 - cover and recite your speech instead of just reading it over and over again
 - make cue cards just in case
6. Ask them if they know how they can use speech prompts to help them remember what to say, such as:
 - Notes - sheets of paper containing the most important information for your speech
 - Cue cards - short flashcards that summarise each section of your speech
 - One sheet - a small piece of paper that has short reminders for each section of your speech
 - Whole speech - your entire speech, printed or written on a piece of paper, word for word
7. Give them a few minutes to discuss the merits of each type of speech prompt, then again ask them to vote on which is their favourite.
8. Divide the class into pairs. Ask them to find a speech that they find interesting and make cue cards for a 2 minute segment of the speech.



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Lesson plan:

9. Ask them what they learned makes for good speech prompts, such as the cue cards/notes being:
 - succinct
 - logical
 - strategic
 - prioritised
 - legible
 - neat
 - organised

10. Divide the group into pairs again. Everyone should think of a topic for a speech, then tell their partner the topic they thought of. Ask them each to write a 2 minute speech on the topic their partner thought of on cue cards. Then, get the opposite person in the pair to present these to the class or to their partner.