
Speaking Activities

Benchmark CIM

The following Speaking Activities were submitted by classroom teachers.
Please adapt them to fit the needs of your classroom and students.



General Ideas For Speeches

Often a speaking activity can be used across content area and grade levels. The following ideas can be adjusted to fit the needs of your topic of study or area of current focus (informative, persuasive, etc.)

Consider using these as “practice” activities in preparation for the speech you will score on the official scoring guide.

Shoebox Speech

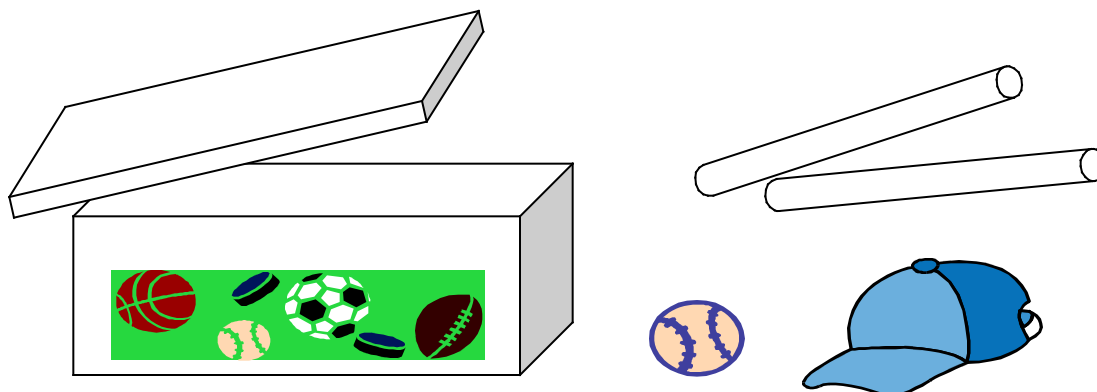
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding something as they talk.

Variations

Personal Introduction: Students gather items that represent some aspect of their life – or serve as symbols.

Biography Report: Students read a biography and gather items that represent the life of that individual. (They could also act and dress as that person, if possible.)

Survival Speech: Students fill the box with items they would need to survive any occasion tied to a “fun topic” or current theme of study: vacation with their family, the first day of school, babysitting, homework, a day at the mall, lost in the woods, middle school, etc.



Demonstration or Expert Speech

The students select a topic on which they have prior experience – or consider themselves “an expert” (snowboarding, playing soccer, repairing bikes, etc.). They share the information with the class in an organized manner. If they are going to demonstrate a process, the students need to practice the speech many times before presenting to the class.

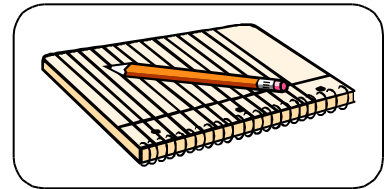


Variations

Demonstrate a science experiment, magic trick, hobby, sport, or favorite recipe.

Book Report

The students read a book on their own and prepare a written and oral book report. The teacher provides the required elements of the report with an opportunity for the students to personalize through a creative activity (make a visual aid, write a diary entry from a character’s viewpoint, dress-up as a character, write “the next chapter”, etc.)

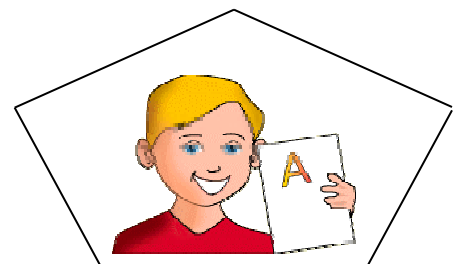


Memorable Moment Speech

The student chooses a memorable experience to share with the class. They must organize the content and use descriptive words to convey the event.

Variations

Students share an embarrassing moment, a time they were frightened, a time they felt proud, etc.



Speaking Activity

Title of Speech: Human Genetic Disorders

Time Limit: 3-6 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

Goal: Research and present to the class an explanation of how a specific genetic disorder is carried and how it impacts its victims.

Students will select a human genetic disorder, research it, and prepare a 3-6 minute presentation to the class which includes:

- What the disorder is.
- How the disorder is genetically transmitted.
- The effects of the disorder.

Genetic Disorders Examples:

Schwachman Syndrome, Stickler Syndrome, Parphyria, Hemophilia, Tay Sachs, Sickle Cell Anemia, Huntington's Disease, Cystic Fibrosis, Fanconi Anemia, Fragile X Syndrome, Klinefelter's Syndrome, Langer-Giedion Syndrome, Marfan Syndrome, Nephrogenic Diabetes Insipidus, etc.

Submitted By: Robin Ritter, North Douglas HS, North Douglas SD

Speaking Activity

Title of Speech: Presentation to Persuade

Time Limit: 5-10 min.

Type of Speech: Persuasive

Grade Level: 10-12

Directions or Description of Activity:

Using Internet research,

- Students will prepare a speech to persuade their peers that a particular point of view is correct.

Sample topics:

- a) Every student should wear a school uniform.
 - b) Year-round schools are not effective.
 - c) NBA players receive too much money.
 - d) Assisted suicide should be legal.
- Students are required to use visual aids to enhance their speech. (Posters, overhead transparencies, Power Point presentation, handouts, etc.)
 - A list of Internet sites used in researching the topic will be turned into the instructor on the day the speech is due.
 - Classroom peers will evaluate each presentation using the attached form.

Student handout follows →

Submitted By: Sharon Doolittle, Roseburg HS, Roseburg SD

Presentations Using the Internet Speaker Evaluation

Name of Presenter _____

Name of Evaluator _____

Evaluate each of the following areas using a scale of 1-6.

	Poor	Needs work	Below Average	Average	Above Average	Excellent
Appearance of Speaker	1	2	3	4	5	6
Facial Expressions	1	2	3	4	5	6
Eye Contact of Speaker	1	2	3	4	5	6
Energy Level (Gestures)	1	2	3	4	5	6
Voice Projection (Volume, Level, Clarity, Tone)	1	2	3	4	5	6
Content of the Presentation	1	2	3	4	5	6
Length of Presentation	1	2	3	4	5	6
Relevance of the Presentation to the Topic	1	2	3	4	5	6
Organization of Ideas	1	2	3	4	5	6
Choice Topic for Audience	1	2	3	4	5	6
Visuals/Graphics (background, color, size of letters, pleasing to the eye)	1	2	3	4	5	6

Positive Comment: _____

Constructive Comment: _____

Speaking Activity

Title of Speech: Holocaust Background/History

Time Limit: 4-6 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

Research a variety of World War II, Nazi, Jewish and Holocaust subjects under four categories:

- People
- Concentration Camps
- Events
- Terms

In connection with reading the novel *Night* by Elie Wiesel, the students present an informative speech and connect it with what they learned from the novel, class discussions, history classes, and personal stories they researched.

Part of the assignment is to read about and present a personal account, i.e., survivor, military personnel, family member, etc.

Note: Group reports are possible if all students share the speaking responsibility equally.

Speaking Activity

Title of Speech: Job Reports

Time Limit: 3 min.

Type of Speech: Informative

Grade Level: 8-10

Directions or Description of Activity:

- Students gather/research information on the job/career of their choice.
- Using this information they will prepare notecards, a speech and bring 1-2 props that represent aspects of that job.

Attached is an outline of the activity and what information students should be gathering.

Student handouts follow →

Submitted By: Kate Thomas Keown, Fremont MS, Roseburg SD

Name _____

Period # _____

STEPS FOR SUCCESS

Title of Speech: Job Report on: _____

Type of Speech: Informative

Length of Speech 3 min

Notecards? YES (You will hand these in)

Written report? NO

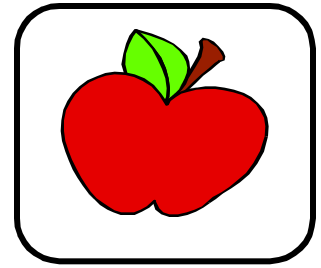
Gather information about the job/career of your choice.

Draft speech.

Copy onto notecards.

Gather 1-2 props that represent aspects of that job.

Rehearse speech with cards and props.



Benchmark CIM TASK: Job Report Speech

- Title
- Working Conditions
- Type of work done/Tasks involved
- Products/Services
- Aptitudes/strengths/talents
- Education/skills/certifications
- Where can you learn these skills?
- Associated clubs and activities
- Classes to take in high school
- Wages & benefits
- Related jobs
- Outlook
- Turnover?
- Rate of Growth
- Limitations
- Names of employers
- Why are you interested?
- Where could you go to get more information?
- References (Minimum of 3 types:
1 book/magazine, 1 newspaper,
1 Internet)

DELIVERY

- Minimal use of notecards
- Having fun yet?
- Eye contact maintained
- Speak clearly, use words/grammar properly
- Volume: Can we hear you?

CONTENT/IDEAS

- Follow the criteria?
- Extras: above and beyond?
- Make sense to audience?

ORGANIZATION

- Beginning, middle, end
- Logical
- Strong conclusion
- Language: Original? Technical terms explained?

PROPS

- Original?
- Appropriate/easy to understand
- Help to make a point?

GOAL

- 4's or better in all categories to meet benchmark
- 5's or better in all categories to exceed benchmark.

(See the back)

Job Research

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Scoring Guides Criteria

Speaking Work Sample Entry Sheet Benchmark CIM

Student: _____

Teacher: _____

Mode: _____

Date: _____

2nd rater (2nd rating is optional) _____

Circle the score earned:

Ideas/Content 1 2 3 4 5 6	Organization 1 2 3 4 5 6	Language 1 2 3 4 5 6	Delivery 1 2 3 4 5 6
<ul style="list-style-type: none"> • Is clear • Is focused • Appropriate to audience and purpose • Support is present although it may be limited • Valid connections and conclusions 	<ul style="list-style-type: none"> • Makes sense • Is easy to follow • Contains beginning, middle, end • Uses transitions • An effective introduction • A planned conclusion 	<ul style="list-style-type: none"> • Language is original, functional and appropriate to audience • Intended message is conveyed clearly • Competent practical use of technical language • Grammar and usage are correct 	<ul style="list-style-type: none"> • Control of technique • Eye contact • Clear enunciation • Effective rate, volume, and tone • Generally fluent delivery • Appropriate use of non-verbal techniques

Notes:

Task Context:

_____prepared and rehearsed

_____unrehearsed

Other notes:

Performance Level Key

- 6 Exemplary: Exceeds standard; work is exceptional, distinctive, unusually sophisticated.
- 5 Strong: Exceeds standard; work shows a thorough effective application of knowledge and skills.
- 4 Proficient: Meets standard; work demonstrates application of essential knowledge and skills.
- 3 Developing: Work does not meet standard; shows basic, but incomplete application of knowledge and skills.
- 2 Emerging: Work does not meet standard; shows partial application of knowledge and skills.
- 1 Beginning: The work shows little application of knowledge and skills and contains many errors or omissions.

Speaking Activity

Title of Speech: Promote Your Country

Time Limit: 6-8 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

(World Literature or World History Class)

- Divide the class into groups of four students and assign them a country to research.
- The group will create an exhibit for the country that includes a map, the flag, literature, art, music, culture, history, famous people, etc.
- Once the displays are completed, each group will prepare a 6-8 minute "tour" of their exhibit that will include speaking opportunities for each group member.

Submitted By: Constance Jellison, National Council of Teachers of English

Speaking Activity

Title of Speech: Informative Speech

Time Limit: 6-8 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

Students will select an informative topic, research elements of support, and create a 6-8 minute speech.

Steps to completion:

- Choosing a topic
- Research
- Focus
- Preparation of Visual Aids
- Practice

Student handouts follow →

Submitted By: Michael Streeter, Clackamas HS, North Clackamas SD

Five Steps To Creating An Informative Speech

You are to prepare a 6-8 minute informative speech on a subject of your choice.
The following is an outline of the steps you should take along the way.

I. Choose a topic...

- A. ...that interests you
 - B. ...that will interest your audience
 - C. ...that is appropriate
 - D. ...that is not too broad or too specific
 - E. ...that is not persuasive
- (See sample topics)

II. Research

- A. ...Nonfiction books
- B. ...Periodicals (Use the *Reader's Guide to Periodic Literature* to help you)
 - 1. Newspapers
 - 2. Magazines
 - 3. Journals
 - 4. Vertical files
 - 5. Facts on file
- C. Interviews
- D. Pamphlets
- E. Encyclopedias
- F. Electronic sources, Internet searches
- G. Summarize at least 2 articles on your topic (1 page) citing the documentation (title, publications, date and page #). Include this when you turn in your outline.

III. Focus

- A. Answer the questions: who, what, when, where, how and why?
- B. Focus on one.
- C. Write 1 paragraph stating your topic, your purpose, and at least 3 relevant issues that you will deal with in the body of this speech.
- D. Organize your notes.
- E. Write a brief outline of your speech. Be sure it follows an appropriate, logical organizational pattern, i.e. chronological, spatial, comparison and/or contrast, order of importance, etc.
 - (For a 6 Minute Speech...)
 - 1. Introduction Approximately 1 Minute
 - a. Use a "Hook" to capture the attention of the audience:
 - 1. Humor
 - 2. Rhetorical question
 - 3. Definition
 - 4. Starting fact or statistic
 - 5. Quotation
 - 6. Story
 - 7. Comparison/contrast
 - b. State topic
 - c. Apply topic to audience
 - d. Preview your main points
 - e. State thesis
 - 2. Body Approximately 4_ Minutes
 - a. History
 - b. Uses
 - c. Production

Continued →

- d. Equipment
- e. Humor
- f. Rhetorical question
- g. Definition(s)
- h. Statistic(s)
- i. Quotation(s)
- j. Examples/stories
 - 1. Personal
 - 2. Others'
- k. Expert testimony
- l. Comparison/contrast
- m. Repetition
- n. Restatement
- o. Description

3. Conclusion Approximately 30 Seconds

- a. Summarize
- b. "Upbeat" ending
- c. Make a final point
- d. Tie back to introduction

4. Do not write out a manuscript. The outline is due on _____.

F. Compile your speech.

- 1. You must use at least 2 quotes and you must cite the source in the body of your speech.
- 2. Prepare a bibliography with a minimum of 7 sources of 3 types.
- 3. You may use no more than 4 notecards.

IV. Prepare Visual Aid

(May include a chart, graph, photos, drawings, demonstration, timeline, etc).

A. Purpose should be to:

- 1. Explain
- 2. Illustrate
- 3. Demonstrate
- 4. Clarify
- 5. Enhance

B. Be sure that the audio/visual aid(s)...

- 1. ...are easily audible/visible to all.
- 2. ...are easily understood.
- 3. ...are not the central purpose of the speech.
- 4. ...are not living, valuable, or dangerous.

V. Practice!!!Practice!!!Practice!!!

- A. The introduction and conclusion must be memorized.
- B. The speech must fall within the time limits of 6-8 minutes.
- C. You must utilize good eye contact, lots of vocal variation (yet remain conversational in tone), appropriate gestures and movement.

Remember: some of the best speakers don't look or sound like they're giving a speech.

Continued →

Over 100 Sample Topics

Energy:

Nuclear
Solar
Geothermal
Hydroelectric
Natural Gas
Tidal

The History of:

Automobiles
Airplanes
Money
Any Sport
Any Animal
Any Food
Any Famous Place
Any Musical Instrument
Any Famous Person

Biographies:

Anastasia
Thomas Edison
William Randolph Hurst
JP Morgan
JD Rockefeller
Andrew Carnegie
Elizabeth the 1st
Henry Ford
Henry the 8th
Hitler
Howard Hughes
Jimmy Hoffa
Attila the Hun

Any:

Artist
Writer
Musician
Inventor
Ruler
Politician

The Cultural Traditions Of:

Courtship
Marriage
Birth
Death

Technology:

Lasers
Running Shoe Technology
Computers
Space Travel/Station
Mars Exploration

Animals:

Dog Obedience School
Unicorns

Bats
Hermit Crabs
Raising Thoroughbred Dogs
Dog Shows
Horse Shows
Rats
Wolves
Dragons
Guide dogs
Piranhas
Penguins
Cat Yoga

Hobbies and Games:

Sail boat Racing
Radio Controlled Toys
History of Karate
Fashion Modeling
Backgammon
Computers
Rocketry
Belly Dancing
Go-Cart Racing
Beatlemania
Dungeons and Dragons
History of Monopoly
Motorcross Racing
Stradivarius Violins
Boomerangs
Origami
Collecting Comic Books
Snow Camping
Antique Books
Etching Glass
Cake Decorating
How to Find Fossils
Unicycles
Juggling
Heraldry
Harlequin Romances
Collecting Movie Posters
Wind Surfing
Skate Boarding
Snow Boarding

Medicines/Diseases:

Diabetes
Hemophilia
Epilepsy
Anorexia Nervosa
Acupuncture
Bio-Feedback
Bionic Man
Dyslexia
Hormones
"Zone Therapy" (Foot Rubs)
Scoliosis
Cloning

Black Death/Bubonic Plague
Steroids

Mother Nature:

Natural/Cycles: Insects, Plants
The Sun/Solar Flares/Eclipses
Super Novas
Black Holes
Constellations
Volcanoes
Earthquakes
Plate Tectonics
Continental Drift
Mosquitoes
The Differences between Men and Women
Pearls
Flies
Twins
Communicating With Plants
Colors In Flowers
Mushrooms
"Greenhouse Effect"
Atmosphere
Why the Dinosaurs Died
Gyroscope

Places:

Globe Theater
Stonehenge
Atlantis
Living in a Kibbutz
Tower Of London
Auschwitz
Great Pyramids
Pompeii
Easter Island
Tillamook Burn

Sports:

Football Protective Gear
Backpacking Equipment
Hiking Boots
Running Shoes
Scuba Diving
Cross Country Skiing
Water-Skiing
Sports Photography
Collecting Baseball Cards
Sports Superstitions
Kayaking
Cheating In College Athletics
Polo
Aerobics

END

Speaking Activity

Title of Speech: Commercial for the New Land

Time Limit: 2-3 min.

Type of Speech: Persuasive

Grade Level: 10-11

Directions or Description of Activity:

- Students put together a travel brochure to promote the settlement of the New Land, America.
- Then students must use the brochure as a prop and give a 2-3 minute commercial for the New Land urging the audience to come here and settle.

Submitted By: Vicki Barker, Creswell HS, Creswell SD

Speaking Activity

Title of Speech: Patrick Henry Rebuttal Speech

Time Limit: 3-5 min.

Type of Speech: Persuasive

Grade Level: 10-11

Directions or Description of Activity:

- Students are to read Patrick Henry's "Speech in the Virginia Convention"
- They are to prepare a rebuttal to Henry's speech. Henry urges the colonies to go to war against Britain, so the students must argue against going to war.
- They have to use logical reasons and various oratorical devices.

Note: This activity can be adapted by having each student prepare rebuttals to different historical or contemporary speeches, manuscripts, or viewpoints.

Student handout follows →

Submitted By: Vicki Barker, Creswell HS, Creswell SD

Persuasive Speech

"It's Not Our Cup of Tea, George"

Assignment: Present a 3-5 minute persuasive speech refuting Patrick Henry's arguments.

Imagine that you are a speaker in the Virginia Provincial Convention and Patrick Henry has just given his "Give me liberty or give me death!" speech. You are not convinced, so you get up directly after him and deliver your own persuasive speech refuting each of Henry's points and advancing your own reasons why we should not go to war.

Effective persuasive speakers use certain oratorical devices like rhetorical questions, restatement, repetition, and parallelism to emphasize points. They also use a blend of logical arguments and emotional appeals in speeches. As you give your reasons for not going to war, you should attempt to use all these different persuasion techniques in your own speech.

Please prepare an outline of your speech to hand in before you begin speaking. You may use notecards, but no full-page outlines or manuscripts during the speech.

The speech itself will be scored with the State's Scoring Guide on the traits of Content, Organization, Language, and Delivery.

Preliminary outline of speech due: _____

Actual presentation of speeches will start: _____

Like an essay, speeches have three parts: an introduction, a body, and a conclusion. In a persuasive speech, you must refute the arguments of the opposition (in this case, Patrick Henry) **before** you advance your own arguments. **Remember, you are attacking Henry's ideas, not Patrick Henry himself.**

Outline:

- I. Introduction
 - A. Attention statement and address your audience
 - B. Thesis

- II. Body
 - A. Refute your opposition's arguments
 - B. Advance your own reasons/arguments

- III. Conclusion
 - A. Restate Thesis
 - B. Urge your audience to action

Speaking Activity

Title of Speech: My Personal Odyssey

Time Limit: 4-6 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

After reading *The Odyssey*, students will create a speech outlining their own personal attempt to reach a goal.

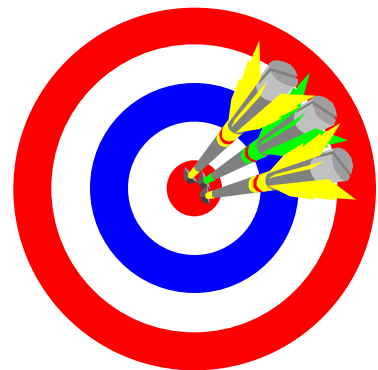
Students will make allusions to Odysseys' struggle by asking themselves:

- What am I striving for?
- What are the road blocks/barriers I face?
- Who are the people who have helped me along the way?

Outline Idea: (use a few – or all)

1. Introduction
2. New Beginnings
3. The Island of Trouble
4. The Stream of Doubt
5. Unfortunate Accidents
6. Guidance for Success (include what is within your control – and where you need help.)

Visuals are encouraged if they enhance the speech.



Speaking Activity

Title of Speech: Symbols in Hand

Time Limit: 1-2 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

(This is a good activity to get students used to speaking in front of the class.)

After reading a longer literary selection (example: *Dicken's Great Expectations*), students are asked to bring in an object representative of one of the characters.

- Day One: Each student stands at their desk and shows the object to the class. Other class members write down that student's name, their object, and what character they thought it represented.
- Day Two: Each student stands in front of the class and presents a 1-2 minute speech including:
 - a) A description of the object.
 - b) The character it represents.
 - c) The connection between the character and the object (why they chose this).

Submitted By: Mary M. Burman, Laramie Jr. HS, Laramie, Wyoming

Speaking Activity

Title of Speech: Power Point Informative Speech

Time Limit: 6-8 min.

Type of Speech: Informative

Grade Level: 9-12

Directions or Description of Activity:

Speech in Oregon needs to enter the 21st Century. The days of flip charts and cardboard graphs are numbered. Attached is an outline of how to give a brilliant Power Point presentation. With Power Point (or any other good presentation software) images can be obtained from a variety of sources and displayed with text, graphs, charts, web sites and other media as visual aids for an informative speech. You can also kill two CIM/CAM birds with one stone by providing an opportunity to meet one of the three speech requirements as well as incorporating the "use of technology".

With presentation software almost any image that can be placed in a computer or on a disk can be placed on a slide. A slide is an image with a colored background projected onto a screen not unlike a film-slide. But rather than a carousel, the image is projected via a high resolution LCD display device that connects to the computer in place of your monitor. Most school districts have at least one and it may be checked out like any other A.V. equipment. The software helps you design, organize and display the images and may be used to incorporate the items noted above and much more.

(Students also need handouts on page ___ & ___)

Student handout follows →

Submitted By: Michael Streeter, Clackamas HS, North Clackamas SD

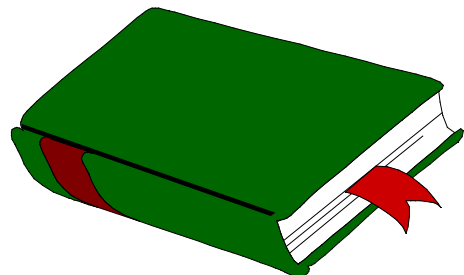
Speaking Activity

Title of Speech:	Biography/Autobiography Book Report	Time Limit:	6-8 min.
Type of Speech:	Informative	Grade Level:	10

Directions or Description of Activity:

- Students read a biography or autobiography and create a 4 minute presentation about that individual's life.
- The students "become" that person by wearing characteristic items of clothing, and/or using revealing mannerisms, speech patterns, or attitude. They must become so familiar with the life of this individual, that they can talk about it comfortably and in detail.
- Using interview questions provided by the teacher (handout included here), the students create a 4 minute overview of the person's life.
- When it is time for the presentation, the student writes the individual's name on the board and presents their overview.
- For the next 2-3 minutes, students in the audience may ask the speaker any questions from the interview list that were not addressed previously.
- At the end of the questioning period, the student "becomes himself" again and provides a short conclusion and evaluation of the book. Would they recommend the book to a friend? Why or why not.

Note: Audience members need to have a copy of the interview questions in order to participate in the second half of the presentation.



Student handouts follow →

Power Point Informative Speech

- ☆ Create an informative speech using the guidelines provided by your instructor.
- ☆ Your visual aid for this speech will be a Power Point presentation using the following guidelines:
 - Prepare a minimum of 7 slides
 - These may include:
 - Charts (pie, flow)
 - Graphs (bar, line)
 - Diagrams
 - Illustrations/drawings
 - Photos
 - Clip art
 - Timelines
 - Web sites
 - Cartoons
 - The purpose of the slides is to:
 - Explain
 - Illustrate
 - Demonstrate
 - Clarify
 - Enhance
- ☆ Choose a font size, style and color that is clear enough for everyone in the room to see.
- ☆ Although you can get quite creative with Power Point slides, be sure that the message you want to present is clear and not hidden by clever graphics and borders.
- ☆ Practice using the Power Point slide presentation in your speech.

Biography/Autobiography Book Report

In this book report assignment, you will be preparing a short presentation and be interviewed by members of the class. You will pretend you are the person in the book you have read and will respond to a variety of questions. In addition, you will conclude by rating the book and give an explanation of whether or not you would recommend the book to a friend.

PREPARING FOR THE INTERVIEW:

1. Spend some time reading and preparing for each question... you won't know each one. "I don't know..." or "the book didn't say..." are not acceptable responses because, technically, you are this person. If you aren't sure... guess according to what you DO know.
2. Your next job is to appear on the day of the interview as the person in the book you read. Any characteristic item of clothing, revealing mannerism, speech pattern, or attitude to make yourself credible is encouraged. You must make yourself so familiar with your person's life that you can talk about it comfortably and in detail.



When "acting the part" be sure to consider what is appropriate. Offensive language and/or inappropriate clothing for a classroom will not be tolerated. Have fun, but use good judgement. If there is a question, ask your teacher! Prepare a 4 minute overview of this person's life using a few of the interview questions.

3. Prepare a conclusion that includes a rating system (scale of 1-5, thumbs up or down, etc.) and an explanation of whether or not you'd recommend this book for someone. During this section, you are yourself, not the character. You may choose some kind of visual aid to use, but it is not required.
4. Practice. Have a friend/parent/sibling conduct a "practice" interview and have them listen to your overview.
5. When it is time to present, write the person's name on the board before you begin and then sit and wait for your introduction. Present your 4 minute overview. Then, begin answering questions as they are asked. You may have one notecard but warning: DO NOT READ FROM IT! Try to avoid one word/short answers.
6. You will not get credit for repeated information, so make sure your answers include as many different things about the character as possible.

YOU WILL BE SCORED ACCORDING TO THE FOLLOWING:

A score of 4 or better on each trait is needed for passing the benchmark requirements in the areas of:

Ideas/Content
Organization
Language
Delivery

Interview Questions follow →

Biography/Autobiography

Book Report

Interview questions that could be asked...

1. Why would someone want to write book about you?
2. What was the place where you grew up like?
3. How much of your life is covered in this book?
4. Tell me something important about your parents.
5. How did you prepare for what you became famous for?
6. What was the happiest period in your life?
7. What is the most difficult situation you ever faced?
8. What is something you're ashamed of?
9. Describe yourself emotionally.
10. Tell me about a turning point in your life.
11. How much education do you have?
12. Tell me about your family (not just parents). Do you have kids (if adult)? Marriage(s)?
13. What was the source of your motivation to accomplish what you did?
14. Tell me something about yourself that is not commonly known.
15. What part has romance played in your life?
16. How do you like to spend your free time?
17. Who was a very influential person in your life?
18. Explain whether your fame has brought you happiness or unhappiness.
19. How do you feel you were portrayed in this book?
20. What is something you'd like to be remembered for?
21. If your life story were to be made into a television movie, who would play your part?

✻ REMEMBER:

When preparing responses for these questions, be sure to consider them thoroughly. Your interviewer should not have to ask you to explain, or ask "why"... you should offer as much information as you can for each question.

Speaking Activity

Title of Speech: Persuasive Speech

Time Limit: 6-8

Type of Speech: Persuasive

Grade Level: 9-12

Directions or Description of Activity:

- After learning Monroe's Motivated Sequence (outlined below), students will select a speech topic that involves a problem, solution, and action step.
- Students will research the topic and prepare a 6-8 minute speech.

Monroe's Motivated Sequence (See below)

Monroe's Motivated Sequence

Aslan Monroe's "motivated sequence" follows the five steps he feels follow the psychological needs of the listener.

1. Attention Step – Capture attention; make them want to listen.
2. Need Step – Monroe says that the audience should feel that something needs to be done, so the speaker's job is to describe the problem.
3. Satisfaction Step – Having shown the audience a need for action or belief, the speaker then presents a solution.
4. Visualization Step – Now that the audience has accepted the need for the solution intellectually, the speaker directs his efforts to helping the listeners visualize their own involvement in making it come about.
5. Action Step – Finally, the speaker requests action or approval for his/her



Student handouts follow →

Persuasive Speech

Monroe Motivated Sequence – Brainstorming Sheet

Introduction Paragraph: Step 1

Attention Step. Use attention getter to capture the attention of the audience. Give background on topic so audience will want to listen.

Body: Step 2

Need Step. Make your audience feel that something needs to be done by describing the problem.

I. PROBLEM

A.

B.

C.

D.

Body: Step 3

Satisfaction Step. Now that you have shown the audience a need for action or belief, present a solution.

II. SOLUTION

A.

B.

C.

D.

Continued →

Body: Step 4

Visualization Step. The audience has accepted the need for the solution and now you need to help the listeners visualize their own involvement in making it come about.

III. VISUALIZATION

A.

B.

C.

D.

Body: Step 5

Action Step. Request action or approval for your proposed solution.

Example Outline Using the Monroe Motivated Sequence

Introduction Paragraph

(Attention)

- Information which should be included in paragraph:
- Fire is closely related to our lives.
 - Newspapers tell stories of loss of property and lives from fires.
 - Fire sirens make us conscious of the danger of fire.
- This scene may be your home (show picture)
 - Fire kills about 12,000 in the U.S. per year.
 - Destroys \$1.5 to \$1.75 billion worth of property.
 - Fire is a big problem yet people aren't concerned about its prevention until it strikes them.

Body

- I. Need
 - A. More than 400,000 home fires in the U.S. per year
 1. 800 homes suffer fire losses each day
 2. Fire occurs in a home every 1.75 minutes
 3. 60% of all deaths from fire occur in home fires
 - B. Few homes are free from dangerous fire hazards.
 1. Attics with piles of damp clothing and paper are highly combustible
 2. Storage closets containing oily cleaning mops and paint brushes are dangerous
 3. Electrical defects cause fires:
 - a. Overloading circuits
 - b. Defective and faulty wiring
 - c. Worn-out cords on lamps and appliances
 4. Basements are often filled with dangerous piles of trash:
 - a. Trash usually highly combustible
 - b. If placed near heating unit, chance of fire increases

Continued →

- II. Satisfaction – To protect your home, follow a general clean-up program.
 - A. Thorough cleaning of all combustible materials
 - B. Use care when storing oily mops, paint brushes, and rags
 - 1. Clean before storing
 - 2. Place in airtight containers
 - a. Prevents oxidation
 - b. Prevents spontaneous combustion
 - 3. Best solution with rags is to just throw them away

- III. Visualization – Results of such a program are practical and enjoyable.
 - A. Clean-up program in Evanston, Illinois kept insurance rates at "Class1" bracket
 - B. Similar program in Fort Wayne, Indiana helped reduce number of fires
 - C. Provide neat and attractive surroundings
 - D. Home will be safe from fire

Conclusion Paragraph - Information which should be included in a
(Action) paragraph:

- Fire will be with us forever

- Don't wait till you hear sirens to have a destructive fire of your own

- Begin the fight against fire today:
 - Start a clean-up program
 - Remove all fire hazards
 - Protect your family and property

- We can't completely remove danger of fire, but can make the possibility more distant and remote.

Speaking Activity

Title of Speech: "It's An Art" Speech

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 9-10

Directions or Description of Activity:

Here is a new twist on the traditional demonstration speech.

Assign speech topics that are light, specific, and familiar. The "art of" topics suggested below require careful thought and organization, but they are not difficult.

IDEAS: The art of....

eating spaghetti, ice cream, popcorn, pizza, watermelon, etc.

throwing a frisbee

talking to the opposite sex

making friends/enemies

impressing the teachers

overcoming fear

