
Speaking Activities

Benchmark III

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

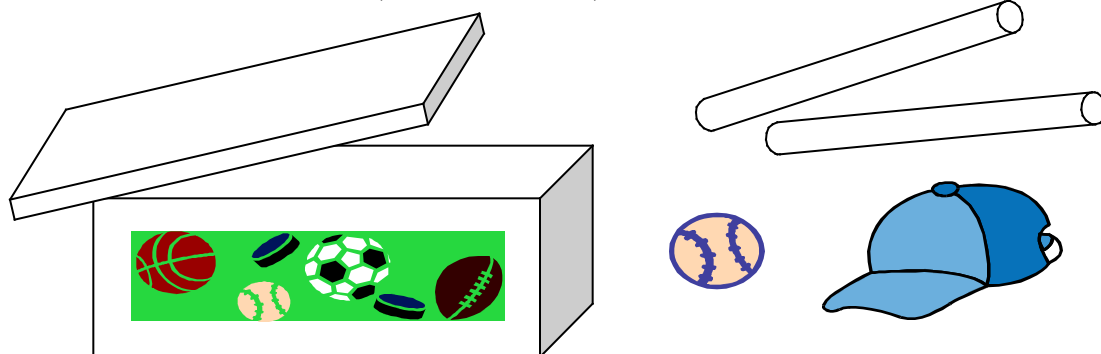
Students gather or create a predetermined number of objects that will fit into a shoebox. They take out the items in the box as they deliver their speech. This idea works well as an organizational tool for an initial speaking experience in K-12 settings as students often feel more comfortable holding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

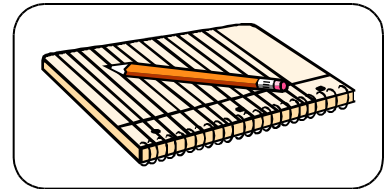


Variations

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.)

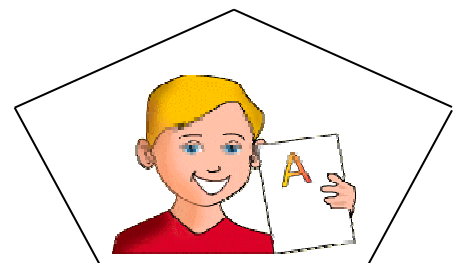


Memorable Moment Speech

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: My Favorite TV Show

Time Limit: 3-5 min

Type of Speech: Persuasive

Grade Level: 6-8

Directions or Description of Activity:

During a unit on persuasion, students will develop a persuasive presentation about their favorite television program.

- Students will tell the audience why they like the show and develop a persuasive argument (3 reasons) why their classmates should watch it.
- Students are encouraged to practice their speech in front of classmates and peers before presenting to the class.

NOTE: This activity can be used as a practice speaking assignment for a variety of "favorites" (music, group, vacation spot, fashion statement, etc.)



Student handout follows →

PERSUASIVE SPEECH

Name _____ Date _____

Purpose: To give a persuasive speech; to try to change someone's mind on an issue.

Opening statement

First Reason

Second Reason

Third Reason

Closing Statement

Speaking Activity

Title of Speech: It Was a Very Good Year

Time Limit: 5-7 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- A cart of reference books from the library is brought into the classroom. This assortment includes history books, sports books, Guinness World Records, fashion books, books on music and movies, etc.
- The students then sign up for a year of their choosing between 1776 and the current year.
- They do research on what really stood out in their year. Who won the Superbowl? Was there a war? Who was president? What did people do for fun, fashion, music, movies, etc.
- Students make a poster to go with their research. They present the poster and information to the class in a speech.

NOTE: This speech can be adapted to fit specific content areas.

Submitted By: Kronser O. Schwendiman, Fremont MS, Lakeview SD

Speaking Activity

Title of Speech: Job Reports

Time Limit: 3 min.

Type of Speech: Informative

Grade Level: 6-8

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

Note cards? YES (You will hand these in)

Written report? NO

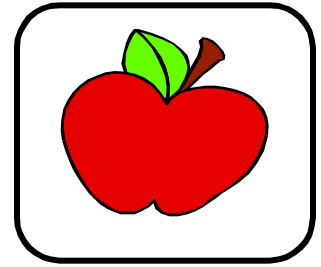
Gather information about the job/career of your choice.

Draft speech.

Copy onto note cards.

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

Rehearse speech with cards and props.



Benchmark CIM TASK: Job Report Speech

Job Research

Title

- Working
- 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)

Scoring Guides Criteria

DELIVERY

- Minimal use of note cards
- 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)

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: Demonstration Speech

Time Limit: 4-6 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

Students should choose to demonstrate something that is VERY FAMILIAR to them. They must narrow their topic to something SPECIFIC that they can show and explain in 4-6 minutes without feeling rushed.

SET-UP

- Choose a topic (motorcycles, cats, baseball, etc.).
- Narrow the topic (safety, grooming, how-to)
- Write an introduction. Include an attention-getting opening sentence. State what you are going to tell the class and why.
- List EVERY step needed to show what you are demonstrating.
- Using the above, make a complete list of the materials you will need for your speech.
- Set out your materials and practice following your own directions in step 4. Think each step through but don't worry about the time at this point. Make corrections if necessary.
- Now, time yourself and make any adjustments/changes if needed. Remember to explain each step as you go along.
- Write a conclusion that summarizes what you have shown in your speech.
- Practice before an audience (parents, friends, neighbors, etc.) at least three times. Have them time you and record their observations on the "Practice Makes Perfect!" worksheet. Listen to their observations. Members of the audience are usually much more accurate in evaluating a speech than the speaker is.



Student handouts follow →

Checklist for Demonstration Speech

Use this checklist to help you organize your outline. When you are finished, copy this information onto a sheet of paper. This will be the outline that you turn in when you give your speech. It should be typed or written neatly in cursive writing using blue or black ink.

_____ I. **Topic:**

_____ II. **Narrowed Topic:**

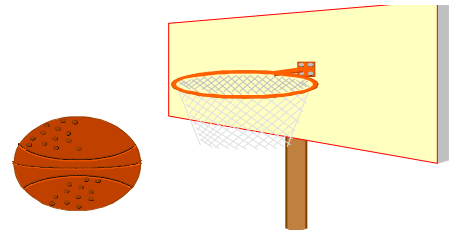
_____ III. **Introduction: (write this out)**

_____ IV. **Steps: (list steps needed to show what you are demonstrating)**

_____ V. **Materials: (list materials needed for speech)**

_____ VI. **Conclusion: (write this out)**

Continued →



I. Topic: Basketball

II. Narrowed Topic: Free-Throw Shooting

III. Introduction:

The free-throw is one of the most important shots in the game of basketball. Skilled players have been known to practice these shots for many hours at a time. Imagine this scenario: the game is on the line, time has expired, and you are at the free-throw line with one shot left, the game tied. This one shot could win it all or lose it all for your team. Through the course of a high scoring, fast-paced game it doesn't seem like a single point shot could have such a huge effect on the outcome. But as you have discovered, that one free-throw and every one before it has become very crucial. You step up to the line..... hold on minute, are you sure you know what you are doing? Maybe you should listen to these instructions and learn to perfect your free-throw and win that big game for your team. Just remember it is all about your state of mind. You can shoot like the NBA's Chris Dudley, a 45 percent free-throw shooter, or Mark Price, who shoots over 90 percent.

IV. Steps:

1. Catch the ball as the referee throws it to you.
2. Approach the foul line and place your right toe about half an inch behind the line.
3. Place your left hand on the side and your right hand on the top of the ball.
4. Raise your arms so the ball is directly in front of your right eye.
5. Bend your knees and as your legs straighten push the ball toward the basket.
6. After the ball leaves your hand leave your wrist hanging.

If you absolutely cannot shoot your free-throw this way do not despair. You can always resort to the underhand or granny shot. It worked for Rick Barry, who shot a career percentage of 90 at the line in the NBA. But most importantly, establish a routine that is right for you, doing the exact same thing and going through the same motions each time you approach the free-throw line.

V. Materials:

1. Basketball
2. Free-throw line (tape)

VI. Conclusion:

The coliseum is silent as your shot progresses towards the basket. Then, SWISH! The crowd erupts into a loud roar as your team jumps on you, still frozen at the free-throw line, amazed at your beautiful shot. Now, next time you find yourself at the line you will know exactly what to do.

Practice Makes Perfect!

You need to practice your speech at least three times before presenting it to the class. Remember **don't memorize**, just tell what you know, using your outline as a guide. Have a member of your audience time you and make comments to affirm what you are doing right and to help you improve areas that are weak.

1. _____
listener _____ time

+

+

+

☐

2. _____
listener _____ time

+

+

+

☐

3. _____
listener _____ time

+

+

+

☐

⊕ = *Good Points*

☐ = *Area for Improvement*

Speaking Activity

Title of Speech: Outdoor School
Dollars Well Spent?

Time Limit: 3-5 min.

Type of Speech: Persuasive

Grade Level: 6-8

Directions or Description of Activity:

Upon returning from Outdoor School, students are briefed on the amount of taxpayer dollars used to provide this opportunity for all 6th graders in our district. Students figure the amount of money needed for each sixth grader (a little math). Then students brainstorm other ways that money could be spent to benefit the students – either in favor of continuing Outdoor School or spending the money in another way.

The vast majority of my students chose to continue Outdoor School. The format for this choice must include:

1. The academic benefits of ODS.
2. Social benefits of ODS.
3. How the student has grown personally from the experience.

In the past, I have had a few students choose to spend the money "for other programs". The format for this choice is to divide up the money in existing programs or develop a new program to benefit students. Rationale for allocation of dollars must be provided.

NOTE from teacher designing this activity:

Upon completion of this activity, students value Outdoor School even more knowing that this opportunity may not be there for students in the future. We have had some very passionate speeches in the past urging school board members to continue to provide this learning experience to each new class of sixth graders.



Submitted By: Chris LaFrenz, Reynolds MS, Reynolds SD

Speaking Activity

Title of Speech: Famous Athlete Speech

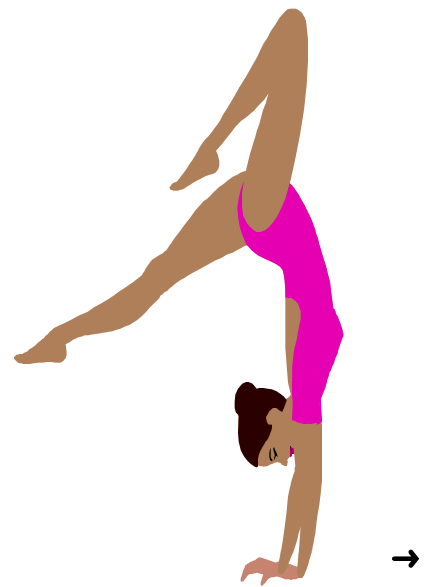
Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- During a health or physical education unit (or class), students research the life of a famous professional athlete for an informative speech.
- The students deliver the speech in first person point of view as if they were that athlete.
- Visual aids, props and costumes are encouraged.



Famous Athlete Speech

1. For this presentation, you will do research on a famous sports figure.

Tell Us:

- Your name
 - When and where you were born
 - How you were inspired to become an athlete
 - The outstanding achievements of your athletic career
 - Whether you are still alive or deceased
2. Use first person point of view as if you are the athlete. ("I accomplished...." Or "One of my greatest moments was....")
 3. Explain how the person felt at different times of his/her life.
 4. You may choose any famous person in a sport as long as they are retired. Athletes who are currently competing should not be chosen for this project.
 5. We will discuss in class how to find information on sports personalities using a variety of resources. (In most cases, you will not have to read an entire book.)
 6. Your presentation must be 3-5 minutes long.
 7. You may use notes during your presentation. Please speak loudly, clearly, and expressively. Maintain eye contact with the audience.
 8. For added interest, you may dress as the athlete might have dressed, or bring in props that aid in telling the story. Visual aids are encouraged.
 9. Please practice your speech in front of friends and family members so that you will be ready on presentation day.



Speaking Activity

Title of Speech: Personal Possession or Collection **Time Limit:** 2-3 min.
Type of Speech: Informative **Grade Level:** 6-8

Directions or Description of Activity:

- At the start of the school year, each student is asked to bring in an important personal possession or collection to help their classmates get to know them. (Limit collection of items to five of their favorite.)
- Students are asked to tell why the item or collection is important and where they got it/them.
- Although they may use brief notes, students are encouraged to have an organized presentation that they deliver using a "conversational" tone.

My Favorite Book Collection



Student handout follows →

Personal Possession or Collection Speech

Possible topic ideas:

A. _____

B. _____

C. _____

Final topic choice: _____

GUIDELINES:

1. Notes are allowed.
2. You must bring the possession or collection to class. (No weapons or live animals, please.)
3. Practice your speech several times.
4. Time: 2-3 minutes.

Areas to Cover in the Speech:

Introduction

What is it? Use descriptive words.

Body

How and where did you get this?

How did your collection start and how do you add to it?

Include a special story or memory.

Why is this special to you?

Conclusion

Why and where do you keep this item or collection?

DUE DATE FOR YOUR SPEECH: _____

Speaking Activity

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

Time Limit: 3-5 min.

Type of Speech: Informative

Grade Level: 6-8

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.

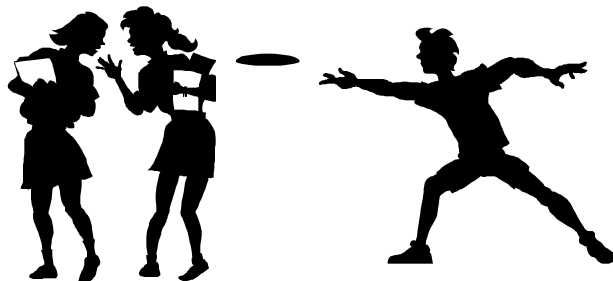
throwing a frisbee

talking to the opposite sex

making friends/enemies

impressing the teachers

overcoming fear



Speaking Activity

Title of Speech: Personality Poster/Speech

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- At the start of the school year, give each student a piece of 8" x 11" construction paper. (Allow them to choose the color.)
- Ask students to create a Personality Poster sharing likes/dislikes about themselves.
- They may include: photos of family and pets, magazine pictures of hobbies, sports, favorite foods, games, etc.
- The student must add their name to the front of the poster in a creative way.
- When posters are completed, each student is asked to prepare a short speech sharing items off of the poster, and thus, sharing information about themselves to the class.
- Encourage students to practice good delivery techniques while preparing and presenting their speech.

Speaking Activity

Title of Speech: Book Talk

Time Limit: 2-3 min.

Type of Speech: Informative

Grade Level: 6-8

Directions or Description of Activity:

- Students pick a mystery book from the library. The book needs to meet the following requirements:
 - Be at their reading grade level.
 - Not made into a movie.
 - No less than 175 pages long.
- After each chapter, students summarize the main events and include what characters were involved.

Using the chapter summaries, they prepare an oral presentation to give the class.