

Public Speaking for Kids!

*"Tell 'em what you're going to tell, 'em; tell 'em
and then tell 'em what you told 'em."*



Vocabulary

Articulation – The act of producing a speech sound. How your total vocal process works. There are several steps to this entire process. First, you need air from the lungs, your vocal cords in your larynx must be working, your mouth and tongue must be in sync, and you have to make sure that you have got some saliva in your mouth to keep things oiled.

Body Language - nonverbal, usually unconscious, communication through the use of postures, gestures, facial expressions etc.

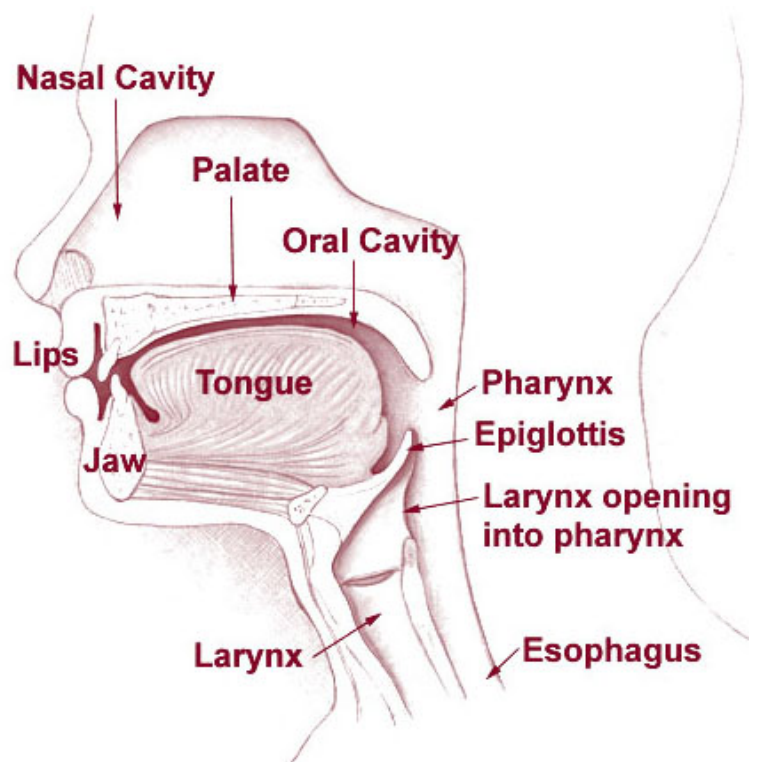
Pronunciation – the way a word sounds and is spoken, phonics, the result of producing a sound

Variance – the ability to change the pitch, volume, speed etc of your speech to keep your voice interesting

Pitch - pitch refers to the highs and lows of your voice. Whatever you do, avoid a monotone!

The 5 Organs of Speech

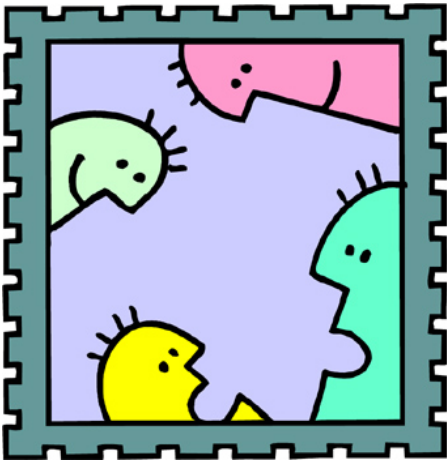
- The tongue
- The lips
- The soft palate
- The hard palate
- The teeth



The Process of writing a speech

1. Things to think about
 - a. Who is your audience?
 - b. What's the point? - write a focus statement
 - c. Where are you speaking?
 - d. How much time do you have?
 - e. What is the occasion? serious, humorous, business
2. Write a first draft
3. Read aloud, edit and rewrite – use a buddy to help with this
4. The copy you read from should be large font, double spaced, and written with indicators for yourself – stress this point, slow down here, pause etc.
5. Practice! Practice! Practice!

The Process of Listening and Evaluating a Speech



As a Listener...

- ☆ Do not judge the person by his or her speech. Be genuine and sincere.
- ☆ Do not practice or think about your comments while the person is speaking.
- ☆ While the person is speaking, have a positive regard for the speaker.
- ☆ Try to understand the speaker from his or her point of view.

As an Evaluator?

- ☆ Share feelings and thoughts with the speaker.
- ☆ Make "I" statements (e.g., "I think your speech was?" or "I feel you need to?")
- ☆ Be specific.
- ☆ Be constructive, not destructive.
- ☆ Remember that each speaker is unique.
- ☆ Comment only on the speech - not on the speaker.
- ☆ Do not project your own biases onto the speech.

When offering a critique do not:

- ☆ Drift off during the speech and then pretend to have all of the right comments.
- ☆ Try to show-off by listing trivial concerns or to nit-pick.
- ☆ Make comments directed at speaker's personality.
- ☆ Don't let someone "get away" with a flawed speech. Take the personal risk of being honest.

Evaluation Worksheet

Each of these letters stands for an area of the speech evaluation, each being a critical part of a person's speech. After each letter, you will award a written number on a 1 to 5 scale.

"1" is very poor. "2" is okay. "3" is average. "4" is very good. "5" excellent. "D/A" means does not apply to the speech.

A= **Analysis** - how well does the speaker understand the topic?

R = **Reasoning** - is the speech reasonable? Do you believe it?

E = **Evidence** - what was the quality of the support material offered? Did it justify the claim made?

O = **Organization** - did the speech have a clear beginning, body, and ending. Did it "flow?"

D = **Delivery** - overall, how was the delivery?

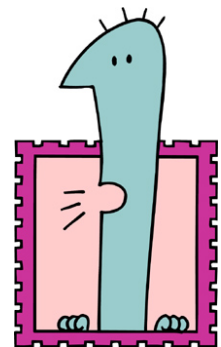
DI = **Relaxed** - did the speaker seem relaxed?

D2 = **Eye contact** - was there sufficient eye contact?

D3 = **Physical Relationship** - What was the physical relationship with the audience? Did you feel comfortable with the speaker, or did he or she make you nervous?

D4 = **Vocal quality** - was the rate, tone, pitch and volume appropriate to the subject material?

C = **Comment** - just write down a one or two-sentence comment on anything that struck you as being important.



K-2 activity

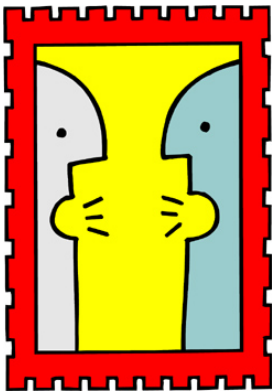
Bring in something for show and tell. Tell the class 3 things about the item you brought in. Practice smiling while you talk, using full sentences, and having good posture while you speak. Practice with a friend before you give your speech to the class!

3-5 activity

1. Choose a poem and read through it carefully.
2. Try reading it out loud.
3. Practice using vocal and facial expression while reading out loud. Watch yourself in a mirror or film yourself presenting the poem and watch it.
4. Present the poem to a friend and ask them to use the evaluation worksheet to help you improve.
5. Remembering what you learn in the public speaking passport, present your poem to the class.

3-8 activity

The next time you really want something from your parents, try this approach!



1. Write a list of reasons you want the item
2. Write down the facts about the item – include things like the price, where it can be purchased, etc.
3. Write down why you need/want this product
4. Write down how you will benefit from this product
5. Write down how they might benefit from this product
6. Arrange these points into a speech
7. Practice giving the speech using tips that you learned in the passport
8. Present the speech to your parents!

5-8 activity

- ☆ Label the organs of speech on the diagram
- ☆ Conduct further research on one of the organs of speech
- ☆ From your research write a speech to inform your classmates about what you have learned.
- ☆ Be creative when writing the speech – what will capture and keep your audience's attention?
- ☆ As a listener – evaluate your classmates speeches using the worksheet

The Organs of Speech

