

DAY 39-44

UNIT DEMONSTRATION SPEECHES

OVERVIEW This one's a classic – the **how-to speech** (how to do or make something). It also introduces the idea of **Ethical Listening** and gives students more listening practice.

STANDARD(S) SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6

MATERIALS Handouts:

Assignment sheet, Rubric, Step Slide How-Tos, Response Sheet (see next pages)

INSIGHT Welcome to (if your speeches are like mine) MasterChef Kitchen, where you'll learn many recipes about how to create all sorts of dishes you really don't want to try because you question where their sweet little hands have been. But it's fun anyway. Especially good in this unit is the part about Ethical Listening as this is the first time students will be asked to listen to and evaluate what a classmate did or did not do as part of the course.

Note: I always banned as topics anything that you would expect any respectable 9th grader to be able to do – tie shoes, make a peanut butter sandwich or Kool-Aid or ramen noodles from a package. I also banned any topics that involved video games so we didn't have to deal with setting up gaming systems (plus who cares about how to better score points killing imaginary people in an imaginary game?). Some kids sadly knew how to do little else until we chatted it out.

I suggested topics I commonly received (how to shoot a three-point shot, to braid hair, to play a G-chord on the guitar, to make any recipe, to draw this or origami that) as well as some of the unique ones (how to brush down a horse, to fade hair with clippers, to take an order as a waiter at Huddle House, to fail a speech – the kid just said the topic and then sat down – and achieved his goal!). I also told fun stories about the kid who showed up wearing a refrigerator box and told us how to complete a You in a Box speech **and** about the kid who tried to make pancakes (from mix and water) in the microwave in front of us because he “thought the microwave would make them cook faster than the griddle.” Note to posterity – it didn't. It just made really hot batter.

Again, think twice about eating what the kiddos bring. In my brave younger days I did. In old age, I declined. But the kids often enjoy treats (and treating the others). Tip – wait until the end of class for food sharing.

DO

Day 1

- Introduce the assignment (go through assignment sheet), answer questions, tell parameters about topics and tell suggestions and fun stories about past triumphs and disasters.
- Remind students about the Handy method of speechwriting and ask them to talk you through the assignment's outline and how it fits.
- Begin planning speeches and writing AGDs once topics are approved.

Day 2

- Share Step Slide How-Tos with students, talk through why parameters exist, give them time to complete their single Step Slides and share them with you.

Day 3

- Talk about Ethical Listening with the students. I had much success with the information on this website (from a college speech course), but you can certainly do your own version of this.
<https://courses.lumenlearning.com/vccs-cst100-17fa/chapter/chapter-3-ethical-listening/>
- Explain to students that they'll be responding to the speaker who goes directly after them (and this also means you'll have to come up with a method of who speaks last each day as that person will evaluate each day's first speaker).
- Give students time to finish up any work, practice with each other, etc.

Days 4-6 SPEECHES

DEMONSTRATION SPEECH ASSIGNMENT

You are to write a speech that tells us how to do something or how to make something.

Your speech can be as long as it needs to be up to 5 minutes. You will be stopped at 5 minutes.

Part of your presentation must be a single projected slide listing your steps. You must also have a visual aid.

TO DO AFTER ASSIGNMENT INTRODUCED

- GET TOPIC APPROVED
- PLAN OUT PURPOSE AND LISTENER RELEVANCE AND STEP LIST AND AGD
- MAKE SLIDE OF STEPS ON COMPUTER
- DRAW SPEAKING ORDER AND PRACTICE

SPEECH OUTLINE

- Attention getter
- Purpose of speech/*Why* explained – WHY DO WE NEED TO KNOW?
- Step by Step by Step
- Review Steps (use Slide)
- Tie back to the Attention getter at the end! CONCLUDE!

NAME _____

DEMONSTRATION SPEECH EVALUATION

100 POINTS TOTAL

TOPIC: How to _____

VISUAL AIDS REQUIRED. ONSCREEN LIST OF STEPS REQUIRED.

INTRODUCTION AND PURPOSE (WHY): The speaker catches the audience's attention and clearly defines the purpose of the speech PLUS LISTENER RELEVANCE (why audience needs to know)		_____ of 10 AGD _____ of 10 Purpose _____ of 10 Listener Relevance		
STEPS: The speaker clearly defines the how-to process.			_____ of 10	
REVIEW AND CONCLUSION: The speaker restates the process clearly and gives a feeling of closure to the speech by tying back to the opening.			_____ of 10 Step Review _____ of 10 "Final"/Summary	
LIST OF STEPS Clear and easy to follow; one slide; font and color easy to read; correctness.				_____ of 10
VISUAL AID PRESENT		_____ 0 or 10		
VERBAL COMMUNICATON		_____ of 10		
NONVERBAL COMMUNICATION		_____ of 10		
ADDITIONAL COMMENTS: <div style="height: 100px;"></div>				

TOTAL SCORE _____

WARNING: Many students in the past have lost all ten points of the review by forgetting to review steps. Don't be one of them. Refrigerator and microwave are available if you need to store or melt ingredients.

How to create a STEPS SLIDE for your demo speech

- Limit yourself to two fonts and two colors.
- Use bullets or numbers to make parts clear.
- *No wacky* 🚗 🌊 🟦 🏠 ? FONTS.
- Be concise.
- Fill a single page.
- Make one slide only.

10 points possible. YOUR NAME _____

SPEAKER YOU ARE EVALUATING: _____

DEMONSTRATION SPEECH / ETHICAL LISTENING**SPEECH 1**

Assignment: You are to watch a classmate and answer the questions below as you watch and immediately after. Be kind and honest and specific. Your classmate is not expected to be amazing in every area yet, but specific praise and critique is helpful. Be ethical.

WRITING:

What was the AGD?

Did s/he say the purpose? ___yes ___no Did s/he say why we need to know this? ___yes ___no

Did s/he fully explain each step?

Did s/he review the steps?

Did s/he tie back to the AGD?

DELIVERY:

How did s/he do with eye contact, volume, appropriate tone, energy?

OVERALL EFFECT:

Did s/he control nerves? Was it obvious the student prepared and practiced enough?
Advice or a final thought?