



## 3.2 Effective Speaking

---

*This activity introduces basic public speaking skills. Students will observe and critique a videotaped speech as an introduction to the elements of good public speaking.*

### **Time Allotment**

10-15 minutes, depending on the length of the video clip you select.

### **Objectives**

By the end of this activity, students will:

- be introduced to basic concepts in public presentation.
- be introduced to critically evaluating the public presentations of others.

### **Materials and Preparation**

A videotape of a speech. You can use a presidential debate, an historical speech, a clip from a television talk show, or any other televised speech or presentation. Try and find a speaker or speech topic that will interest your students as well as one that will serve as a model for effective speeches.

You may want to show two or more short clips or a clip with more than one speaker and ask students to examine the performances comparatively. You will also need a TV/VCR for this activity.

### **Method**

Prepare the students to watch the video by suggesting some questions or topics to keep in mind as they watch. These questions will vary depending on the clip that you choose and the aspects of public presentation you want to emphasize with the class. You could ask students to focus on:

- Presentation (How well did the speaker use tone, pace, emphasis, posture, eye contact, etc.?),
- Speech organization (Was the speech well organized and understandable?)
- Argumentation (What were the speaker's arguments and how did the speaker make them?)
- Audience (Who was the audience? Was the message appropriate to that audience? Did the speaker adapt the message to the audience?)

Instead of simply listing effective practices, you may want to brainstorm with the class ahead of time, asking them what makes a public speaker effective. Once you have generated a list as a class, and each student has this list written in his or her notebook, you are ready to proceed.

Show the video to the students. Remind the students to take notes on the presentation.

Have students evaluate the effectiveness of the speaker with respect to the questions to topics you presented or generated at the beginning of the activity. This discussion can occur in a variety of formats, depending on the needs of your class: large group discussion, individual written reflections, or small group discussion followed by having representatives from each group report their conclusions to the class.