

## 4.8 Speech Reports

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*This activity develops efficient note-taking skills. Students will practice flowing by listening to a speech given by a peer, and then, using their flow sheet, report the speech back to the original speaker. Each student will also practice giving constructive criticism to peers. This activity works best in an after-school setting or with a small class of students.*

### **Time Allotment**

Approximately 20-30 minutes

### **Objectives**

By the end of this activity, students will:

- practice identifying and recording critical information from an oral presentation in a systematic way.
- practice offering constructive criticism to peers.

### **Method**

Choose two topics suitable for short speeches without evidence. You may want to pull topics from a list students develop. In general, pick topics where students are likely to have an opinion. For instance, you may want to have students give speeches on one of the following topics:

- Police should crack down on illegal hand gun possession.
- The government should censor music with explicit lyrics.
- The government should mandate that businesses create good paying jobs.
- The United Nations is obsolete. The United States should make decisions for the world.
- The Food Stamp program deserves funding.
- The congress should be made up of half men and half women.

Once you have assigned resolutions, divide the class into pairs. Give the class five minutes to prepare 2-minute speeches on one of the topics. Partners should be preparing speeches on different topics. It may make sense to have the class number off (one, two, one, two) so that each pair has a one and a two. Then, you can a single topic to all ones and another topic to all twos.

When the five minutes of preparation time is over, the first student in each pair should deliver their speech to her partner as the partner (the second student) flows. After the speech is over, the second student should attempt to deliver the same speech using her flow, while the first speaker flows. After this speech, the first speaker should compare her flow with the outline of her original speech, talking with the second speaker about how well the two line up and correcting any errors or omissions.

After this sequence is complete, the partners should switch roles so that each student has the opportunity to both deliver and report back on a speech.