



# START HERE: TEACHING PUBLIC SPEAKING



Have you ever wished you had a road map to help you teach a new event? The National Speech & Debate Association has consulted expert coaches to create the “Start Here” series to act as your guide while navigating a new event. These easy to follow lesson plans are backed up with ready-to-use resources and materials.

**LET’S GET STARTED!**



*These lesson plans were originally created by Steve Meadows of Kentucky.*

*We extend our sincere thanks to Steve and all contributors to our Start Here series!*

## **ABOUT THE NATIONAL SPEECH & DEBATE ASSOCIATION:**

The National Speech & Debate Association was created in 1925 to provide recognition and support for students participating in speech and debate activities. While our organization has evolved over the decades, our mission is more relevant today than ever before. We connect, support, and inspire a diverse community committed to empowering students through competitive speech and debate.

As the national authority on public speaking and debate, the National Speech & Debate Association provides the infrastructure for speech and debate competitions around the world. We create a platform for youth voices to be heard and celebrated, which culminates with an annual National Tournament, the pinnacle of public speaking.

Speech and debate changes lives. NSDA membership builds confidence, boosts classroom performance, improves communication, and increases critical thinking skills to prepare students for college. Our activity provides life skills vital to a young person's success in the future.

### **MISSION:**

The National Speech & Debate Association connects, supports, and inspires a diverse community committed to empowering students through speech and debate.

### **VISION:**

We envision a world in which every school provides speech and debate programs to foster each student's communication, collaboration, critical thinking, and creative skills.

Learn more at [www.speechanddebate.org](http://www.speechanddebate.org)



## **NAVIGATING CRITICAL CLASSROOM CONVERSATIONS**

### **Connect. Support. Inspire.**

In your exploration of topics and arguments in these lessons, you may encounter issues concerning identity, social justice, and other critically important subjects. These issues are more than just topics for speeches or for debate rounds. They affect students, teachers, families, and communities daily. Increasingly, some are choosing violence instead of dialogue in relation to these topics. As an educator, you may feel overwhelmed and unsure how to foster these vulnerable yet critical classroom conversations. Thank you for committing to doing so!

### **Set shared expectations. Grow together.**

Solutions and paths to those solutions may be up for debate, but lived experiences are not. In these critical conversations, your students may want to share personal insights on these issues. These personal insights often come from a place of lived experience. Using these stories allows us to view issues through a critical lens. When having these critical conversations, some students may become uncomfortable. Although you want these conversations to be respectful, please be aware of any ground rules that may limit students from traditionally marginalized and disenfranchised communities from sharing their stories. Please also be aware that students may not feel comfortable sharing their lived experiences—that is okay. Respect their boundaries as you prepare for and engage in this critical dialogue.



### **A NOTE FROM THE COURSE AUTHOR:**

If you have questions about the course, ideas to make it better, need cheerleading, or just want an email buddy, please don't be shy to contact me. I wrote this course to help the teacher who took over my own courses after me (*and she is a former student*), so if a little familiarity or humor snuck in, I hope you'll forgive me as I didn't want her to be bored. Feel free to pick and choose, modify and omit and add at will. I hope these materials and plans are helpful to you. May the words be with you.

— **Steve Meadows**

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*A retired teacher, Steve Meadows serves as the Executive Director of the Kentucky High School Speech League. Before taking on this role, Meadows taught Speech 1 classes and coached Kentucky high school speech and debate teams for 28 years. His team at Danville High School won nine state speech titles and a state debate title, and he has coached nineteen national speech tournament finalists including two national champions. He also taught introductory public speaking classes at the University of Kentucky for fourteen semesters.*

*Meadows is the founder of SPEAK, the Speech Professional Education Alliance of Kentucky, and a member of the National Speech and Debate Association's and Kentucky High School Speech League's Halls of Fame. He was the National Communication Association's K-12 National Teacher of the Year, the NSDA's first Kentucky Teacher of the Year, and was awarded the Ralph E. Carey Award for Distinguished Career Service by the NSDA. In 2006, he was one of ten teachers from across the nation hired to rewrite the PRAXIS Speech Communication national teacher exam. He remains active with the NSDA, having served as both a member of the Kentucky District Committee and as the Co-Chair for Speech Tabulations at the NSDA National Tournament.*

## COURSE INTRODUCTION

### **Purpose:**

This course is designed **for students new to public speaking and oral communications**. Thus, the first half of the course is a scaffolded approach, giving students a foundation in oral communications principles and successful experiences with quick speeches in front of the class or in small groups.

### **Materials:**

As a speech teacher, I rarely used textbooks, but when I did, I found **Glencoe's SPEECH** by McCutcheon, Schaffer, and Wycoff to be the most comprehensive and user-friendly for both students and instructor. The chapter on Listening is especially good, and I used several of the chapters in my classroom and in this course for the first foundational section of the course. And of course having a textbook gives you many options for absent students, students who must miss long periods of time, etc.

Additionally, two videos are cornerstones of this class—the film ***The Great Debaters*** (dir. Denzel Washington, 2007) and a documentary produced by the History Channel, ***The Secrets of Body Language*** (2008), which is available for purchase but also uploaded onto YouTube. The latter uses many politician and celebrity examples of its day (George W. Bush, Tony Blair, Hillary Clinton, Brad Pitt, Angelina Jolie, Britney Spears, etc.) with additional examples from sports and law enforcement. The former requires some historical knowledge about Jim Crow laws, segregated education, and the basics of how a debate works, but there are assignments built into the course to give students context prior to viewing.

And naturally, **membership in the NSDA** is the best resource. From educational materials like this course to final round videos (several of which I use in lessons), nothing beats the NSDA website ([www.speechanddebate.org](http://www.speechanddebate.org)) for materials. And if your school will purchase the Resource Package, and it should (the price of just a couple of textbooks), you'll have access to everything the best minds in speech and debate offer.

**Overview:**

This course can be, like any good teacher does, raided and scavenged as need be, and experienced speech teachers may do so however they like. I owe gratitude to fantastic teachers like David Yastremski (New Jersey) and Michael Robinson (Kentucky), whose assignments or rubrics I raided and scavenged and appear here with adaptations. And if you are a new-to-speech, fear not. This course is designed for you with the idea that you can just use it each day to do what you need to do as you learn too. As you gain experience, you'll modify, substitute, or write your own. In other words, you'll do what you have to do to so you can do what you want to do. About that, there is no great debate. 😊

Speech 1 is designed for a single semester—85 days of lessons. Additionally, units and suggested activities for another 85 days (utilizing NSDA units and others) can complete a year's lesson plans (170 days). Please don't hesitate to contact me with questions or for clarification or to suggest improvements to the curriculum for the next draft, and may the words be with you.

—Steve Meadows, Kentucky, *course author*



## COURSE STANDARDS

Here are the English Language Arts Common Core standards for grades 9-10 in Speaking and Listening (grades 11-12 are nearly identical). These are the course's guiding principles with a healthy dose of my own experiences teaching high school speech for over 25 years and my accumulated knowledge about how to help students gain proficiency in public speaking. Even if your school has not adopted the Common Core itself, these standards will work and match nearly any other state standards you may fall under.

### Comprehension and Collaboration

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### Presentation of Knowledge and Ideas

**SL.9-10.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.9-10.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.9-10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



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## UNITS OF STUDY

### INTRODUCTORY UNIT

- ▶ introduction to terminology, communication apprehension, listening, first speech experiences

- *SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

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### POETRY OUT LOUD (IF VERSE COMES TO VERSE)

- ▶ beginning eye contact and vocal variety (paralanguage), poise

- *SL 9-10.6*

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## NONVERBAL COMMUNICATION

### ▶ communications without words, listening

- *SL 9-10.1, SL 9-10.4*

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## DISCUSSION

### ▶ listening, observing, discussing

- *SL 9-10.1, SL 9-10.3*

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## YOU IN A BOX SPEECH

### ▶ organization and poise

- *SL 9-10.4, SL 9-10.6*

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## MLA OVERVIEW

### ▶ research documentation orientation

- *SL 9-10.2, SL 9-10.4*

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## DEMONSTRATION (HOW-TO/PROCESS) SPEECH

### ▶ putting it all together plus ethical listening

- *SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

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## THE GREAT DEBATERS

- ▶ organization and documentation review
  - *SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

LESSON 24: The Great Debaters ..... 77

## RECOMMENDATION SPEECH

- ▶ MLA review, organization, paralanguage, gesture/movement, eye contact, media integration, presentational software
  - *All six standards*

LESSON 25: Recommendation Speech ..... 80

## INTRAPERSONAL COMMUNICATION

- ▶ review of organization and delivery, advanced delivery, self-awareness and goal-setting for growth
  - *SL 9-10.4, SL 9-10.6*

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## DECLAMATION

- ▶ audience analysis, paralanguage, gesture/movement, eye contact, vocal variety, listening, poise
  - *SL 9-10.1, SL 9-10.2, SL 9-10.3, SL 9-10.4, SL 9-10.6*

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# LESSON 1: **INTRODUCTORY UNIT**

## **DAY 1**

### **UNIT:**

#### **Introductory Unit**

### **OVERVIEW**

On the first day, it's always tough to figure out what to do. In addition to “traditional” first day activities—taking roll and getting versions of names correct, etc.—it's a good day to not only give the students a success experience but also to teach some basic terminology. HELLO CHALKBOARD and TERM OVERVIEW.

### **STANDARD(S)**

- SL.9-10.4
- SL.9-10.6

### **MATERIALS:**

- Chalkboard or Whiteboard
- Projector for terms (*optional*)

### **Insight:**

Many students are quite nervous about the first day of Speech class. A combination of “traditional school”—learning new terminology—mixed with a success activity that's a little odd gives a good start to the class that legitimizes the course in an unusual way plus alleviates nervousness. Hopefully. And these two activities are the building blocks for all to come.

## ONE-DAY LESSON

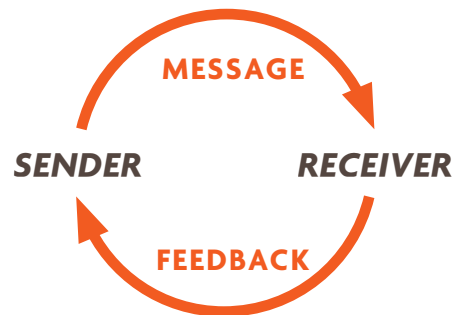
### FIRST-DAY ACTIVITIES

Do traditional first-day activities and any required by your school: take roll and find out what name students wish to be called, etc.

### FUNDAMENTAL TERMS

**Teach the following fundamental terms** via whiteboard or projector lecture with examples solicited from the students:

- ▶ **Communication Cycle** (*often drawn as a cycle on the board*)
  - **Sender** (*originates the message*)
  - **Receiver** (*to whom the message is relayed*)
  - **Message** (*the information being relayed by the sender*)
  - **Feedback** (*the response or lack of response sent Receiver to Sender as part of the communication continuum*)



**\*NOTE:** there are more detailed/complicated versions of this cycle, but this one has the basics.

- **Verbal Communication** (*communication with words*)
- **Nonverbal Communication** (*communication without words*)
- **Rate** (*how fast or slowly a speaker speaks*)
- **Volume** (*how loud or soft a speaker speaks*)
- **Tone** (*the attitude or mood of the words a speaker speaks*)
- **Pitch** (*how high or low the words are spoken—like musical pitch*)

- **Paralanguage** (*changing verbal communication nonverbally; examples are the prior four terms—rate, volume, tone, pitch*)
  - Good way to explain this difficult term. Find a student in the front row and ask their name. Say their name three different ways—one showing you are welcoming them, one showing you are unsure what the kid is doing, one showing anger. Query students what you did to express meaning and use the prior four terms as part of the greater term paralanguage to label what you did and they understood without knowing the terminology.

### SAY HELLO TO THE BOARD

I had a chalkboard in my classroom nearly every year I taught (*as opposed to a whiteboard*), so I called this Hello Mr. Chalkboard. Basically, you simply draw a large face on the board—masculine or feminine (*vary class to class*)—and have students one at a time (*take volunteers and then random order*) go to the Board, face the face (*not the audience*), and state Name/Grade/One Unique Fact About Me That No One Else Has Said Yet (*I was born in France; I ate Cheerios for breakfast; I play for the soccer team*). Once they have all finished (*and allow no one to skip out*), let them know they have now accomplished two major tasks –

1. They have earned a perfect score on the first day of school. And then be sure to give full credit for the activity in the gradebook.
2. They have given their first speech. And they succeeded. Explain that you know many students are worried about giving the speeches in the course, but that the first few will involve talking to the board instead of an audience, and as success builds, we'll slowly move around to the audience. Assure them that you are on their side, that you see yourself as a coach and a guide, not a barrier. Note that Communication Apprehension is real (*many of them are familiar with Stage Fright as a term*) and will be addressed in the next few days—that they're not abnormal or won't be able to ace the course. In fact, it will seem as easy as talking to the chalkboard by the end of the course.

## LESSON 2: INTRODUCTORY UNIT

### DAY 2

### UNIT:

#### Introductory Unit

### OVERVIEW

In reality, it's likely you didn't get everything finished yesterday as the first day is like that. So finish up yesterday's work and then jump into the next two activities that prepare them for their next speeches and also have them apply the terminology they learned. VIEW NATIONAL CHAMPION SPEECH and INTRO TONGUE TWISTERS.

### STANDARD(S)

- SL.9-10.1
- SL.9-10.3
- SL.9-10.6

### MATERIALS:

- Three tongue twisters, typed out and on slips of paper the students can keep.
- Access to a video of either the **1999 NSDA National Champion Oratory by Josh Gad "Hoo-Ah"** (beginning at 25:10) or the **2017 NSDA National Champion Oratory by J. J. Kapur "Let's Dance"**

**NOTE:** These and other videos are available for NSDA members at [www.speechanddebate.org/oratory-final-round-archives](http://www.speechanddebate.org/oratory-final-round-archives).

### Insight:

Tongue Twisters are simple activities students are familiar with but probably haven't done often. Find three tongue twisters somewhere that will be "your" tongue twisters you use in your classes. I'm listing eight here in case you have TLGTS (*too lazy to Google syndrome*), which is not a good sign for day two, but it happens. If so, buck up, little camper. You got this.

- *a skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk*
- *Chester Cheetah chews a chunk of cheap cheddar cheese*
- *I slit a sheet, a sheet I slit, upon a slitted sheet I sit*
- *red leather yellow leather red leather yellow leather*
- *round the rough and rugged rock the ragged rascal rudely ran*
- *she sells sea shells by the seashore*
- *six slick slim slippery saplings*
- *two toads totally tired tried to trot to Tedbury*

## LESSON 2: INTRODUCTORY UNIT



The two speech choices are high interest with more “drama” than most oratories have. Gad has particular street cred as he’s gone on to a successful acting career on Broadway, in television, and in film (*the voice of Olaf from Disney’s Frozen will be immediately recognizable to many students*). Kapur is entertaining with a timely message.

### ONE-DAY LESSON

#### TONGUE TWISTERS

Hand out the Tongue Twister sheets. With each Twister, model it and then have the students say it several times aloud in unison with you. Once they seem to have the knack of it, time them for fifteen seconds and see how many times they can say it in fifteen seconds. After you’ve done this for all three, explain to the students that in three days, each student will be randomly assigned one of these three twisters (*so they’ll have to be ready for all three*) to say aloud three times (*facing the Board*) in fifteen seconds for full credit. Any recitations past the three required gain extra credit. This is an easy assignment students can practice for, succeed with easily, and is a bit out of the box from what they expect. I gave it 15 points with an extra point for each recitation besides three. I sometimes accidentally goofed with the stopwatch on purpose to help a kid get to three.

- ▶ Goal – everyone gets full credit or even a little extra.

Tell them to bring the sheets each day and to practice at home for homework.

#### WATCH THE SPEECH

View the speech you’ve chosen as a group. When it’s completed, ask the students to generally describe the message of the speech, how the speaker got the message across, and what you liked about the speech or its delivery. Then go through the terminology learned the previous day and discuss how each applies (*or does not, though they all really do*) to the speech as delivered. Tell the students there will be a quiz over the terms the next day.

*End of Preview! Members download the full version below.*