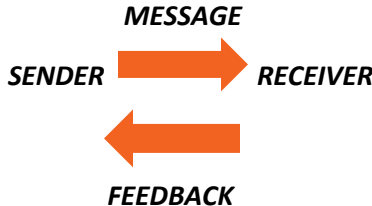


<b>DAY</b>	<b>1</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	On the first day, it's always tough to figure out what to do. In addition to "traditional" first day activities – taking roll and getting versions of names correct, etc. – it's a good day to not only give the students a success experience but also to teach some basic terminology. <b>HELLO CHALKBOARD</b> and <b>TERM OVERVIEW</b> .
<b>STANDARD(S)</b>	SL.9-10.4, SL.9-10.6.
<b>MATERIALS</b>	Chalkboard or Whiteboard; possibly Projector if not Whiteboard for terms
<b>INSIGHT</b>	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.
<b>DO</b>	<p>In any order:</p> <ul style="list-style-type: none"> <li>• <b><u>Do traditional first-day activities</u></b> and any required by your school: take roll and find out what name students wish to be called, etc.</li> <li>• <b><u>Teach the following fundamental terms</u></b> via whiteboard or projector lecture with examples solicited from the students – <ul style="list-style-type: none"> <li>○ <b>Communication Cycle</b> (often drawn as a cycle on the board) <ul style="list-style-type: none"> <li>▪ <b>Sender</b> (originates the message)</li> <li>▪ <b>Receiver</b> (to whom the message is relayed)</li> <li>▪ <b>Message</b> (the information being relayed by the sender)</li> <li>▪ <b>Feedback</b> (the response or lack of response sent Receiver to Sender as part of the communication continuum)</li> </ul> </li> </ul> <p style="text-align: center;">*NOTE THAT THERE ARE MORE DETAILED/COMPLICATED VERSIONS OF THIS CYCLE, BUT THIS ONE HAS THE BASICS.</p> <div style="text-align: center;">  <pre> graph LR     S[SENDER] -- MESSAGE --&gt; R[RECEIVER]     R -- FEEDBACK --&gt; S </pre> </div> </li> </ul> <p style="text-align: center;">This is a continuous cycle, so free to round the drawing.</p> <ul style="list-style-type: none"> <li>○ <b>Verbal Communication</b> (communication with words)</li> <li>○ <b>Nonverbal Communication</b> (communication without words)</li> </ul>

- **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 his or her name. Say his or her name three different ways – one showing you are welcoming him/her, 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.

**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" or the 2017 NSDA National Champion Oratory by J. J. Kapur "Let's Dance" – see the NSDA website or other online sources.

**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*

The two speech choices (and you'll use the other another day) 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.

### DO

In any order:

- 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 3. I sometimes accidentally goofed with the stopwatch on purpose to help a kid get to 3. 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.
- 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.

<b>DAY</b>	<b>3</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	Time for a terminology quiz to keep the kiddos on their toes about taking the class “seriously” and not as a “weird class where we just say weird things and talk to the wall.” It may be that, but it’s also a place where content is learned, and the traditional quiz is a way to establish that. It’s also a good day to explore various modes of communication in small groups. <b>TERM QUIZ</b> and <b>MODES OF COMMUNICATION GROUP PRESENTATIONS</b> . Plus practice Tongue Twisters.
<b>STANDARD(S)</b>	SL.9-10.1, SL.9-10.4, SL.0-10.5, SL.9-10.6.
<b>MATERIALS</b>	Term Quiz (see next page)  Tongue Twister sheets  Possibly the whiteboard/chalkboard, a projector or computer screen, other materials provided or scavenged by the students for their presentations
<b>INSIGHT</b>	Terminology without application is useless in the digital age (and probably was before the era of phones who could graduate Hogwarts). Thus, it’s time not only to quiz over the terms but also to see how they apply to the modes of communication students already know and use.
<b>DO</b>	In any order: <ul style="list-style-type: none"><li>• Give quiz.</li><li>• Modes of Communication Group Presentations: divide students or have them self-divide into six groups. Assign each group a mode of communication (examples = text message with emojis, drawing, tweet, webpage, tv commercial, dinner conversation) and ask them to talk as a group about how the terms we’ve studied thus far apply in this mode. Then ask them to prepare a presentation of the mode that someone in the group (or several someones) can explain a la how it utilizes the terminology. Give them work time and then present, adding insight or corrections as needed. Grade the presentations for completion and with full credit unless major miracles are needed for clarity. 10 points?</li><li>• <b>Practice Tongue Twisters</b> with a timer as a whole class or in groups.</li></ul>

**SPEECH QUIZ**

**INTRO TERMS**

**10 points**

**NAME** \_\_\_\_\_

Imagine you are riding the pep bus to a basketball game. The supervising teacher gives instructions about when you are to get back on the bus after the game. Most students listen quietly; one is asleep and does not hear. In this scenario:

1. What is the feedback?

2. What is the message the sender is sending?

Match the following terms with the proper definitions:

\_\_\_3. paralanguage

a. communication without words

\_\_\_4. verbal communication

b. communication with words

\_\_\_5. rate

c. how high or low in the voice words are spoken

\_\_\_6. volume

d. how loudly or softly the words are spoken

\_\_\_7. pitch

e. the mood or attitude behind the words spoken

\_\_\_8. tone

f. the speed at which words are spoken

\_\_\_9. nonverbal communication

g. the person the sender gives the message to

\_\_\_10. receiver

h. changing verbal communication with nonverbals

<b>DAY</b>	<b>4</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	Today we face the beast – Communication Apprehension. We also practice Tongue Twisters. <b>COMMUNICATION APPREHENSION ONLINE SAFARI.</b>
<b>STANDARD(S)</b>	SL.0-10.2, SL.9-10.4.
<b>MATERIALS</b>	Copy of Tongue Twisters  Computers for each student (lab or laptops/Chromebooks) plus earbuds
<b>INSIGHT</b>	<p>For many students, today is revelatory as it shows them the science and the commonplace nature of Communication Apprehension, allowing them to understand and cope with why their bodies react the way they do. This assignment will give you common ground to refer to when students are facing anxiety (and that other students can use to help you encourage reluctant speakers). For me, teaching a required course taken mainly by 9<sup>th</sup> graders in a one-to-one Chromebook school, it also let me make sure the kids could complete basic tasks like Internet searches and using their school email (and the chance to show them how if they couldn't).</p> <p><b>Note:</b> there are, in my experience, a very rare few students who have genuine, it's-really-going-to-be-an-issue-every-time anxiety about speaking. I can think of only two or three I had over the years I thought were medically in dire straits about speaking to the class. The rest of the nervous kids, and there are always several in every class, either had self-esteem issues, prior bad experiences, weren't prepared, or some combination of these (all normal parts of being a teenager/student). With coaxing and the right classroom attitude of firm but kind expectations, they come around, and while it may never be their favorite class, the pushback to speak each time fades kid by kid, speech by speech. Sometimes kids get parents and/or counselors involved. In that case, I've found my best approach is to meet with all involved (kid too) and explain how the class is set up to gradually build confidence by teaching the body that this is not a dangerous situation. Once I explain how the class works to address this, most parties involved (not always the kid) agree to have the kid proceed in order to face these fears. If not, then folks higher than your pay grade have to decide what you do, and you just do that. If the anxiety is traumatic, likely the student has legal paperwork marking it so, and you can follow that. One year, a senior who needed to pass the course got through with great help from a Special Education aide who worked with him on each. We worked together to do all we could to help him pass, and he did without any fudging of grades. The assignment today alleviates most of this issue (with consistent reinforcement throughout the term), but it must be addressed each term.</p>

### DO

In any order:

- **Practice Tongue Twisters** with a timer as a whole class or in groups.
- **Communication Apprehension Online Safari.** Briefly explain what Communication Apprehension is noting the normalcy of it. Then explain to the students that each member of the class is to perform an Internet search to find videos, websites, speeches about what it is, why it is, and how to deal with it. Share with them that they may wish to also search for terms like Speech Anxiety, Stage Fright, etc. There's a great *Seinfeld* clip about the fear of public speaking (and about how Death is #2) that you might also show as a light way to start the discussion. Once they have found something they think would be useful for others in the class to see, they are to compose an email to you with a brief explanation of what they found and its source plus a link to it.

You can deal with their results several ways – go through them one by one on a projector/screen, choose the best yourself later and show the greatest hits, assign them to groups and have them show each other what they sent you, but the gist of the day is that they are to address Communication Apprehension, make their own discoveries about it and make decisions on which explanations of it they think best (which means they'll have to ingest the information), and address the topic with the whole class or classmates in the later part of the class. I strongly encourage showing a particularly good video or TED Talk about it to the class as a whole to talk through. Communication Apprehension is a natural reaction to the phenomenon of public speaking, and if addressed, will be much easier to cope with.



<b>DAY</b>	<b>5</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	<b>TONGUE TWISTER DAY!</b>
<b>STANDARD(S)</b>	SL.9-10.4, SL.9-10.6.
<b>MATERIALS</b>	Whiteboard/Chalkboard
<b>INSIGHT</b>	<p>This is a great day in class. Everyone has to stand up and do a goofy tongue twister. Remember that you're having the kids stand up in front of the class but also facing the board to do these, meaning they have to be on the spot (and much more so than if they did them from their seats), but not face the crowd yet, which is a scaffolded approach for those with CA. And feel free to tell them that you are doing this purposefully so that they and their bodies can realize it's okay to speak.</p>
<b>DO</b>	<p>Write the Tongue Twisters you've chosen across the board (all three). Come up with a random way to choose a kid and to choose a tongue twister, and randomly call each kid up to the board and randomly pick a twister for each kid. I used a roll of a die – 1 or 4, the first one; 2 or 5, the second one; etc. And that roll also moved me that many seats down the row to the next speaker. Give the kid 15 seconds on the stopwatch and keep track of how many times the kid says each twister (can be fun to have the full class hold up fingers for each finished twister – and will help you when you lose count). Give extra credit for any total past three, and celebrate each kid as a class and try to keep the mood festive. This is your first “assigned speech.” Make the mood light and fun and “everyone can do it.”</p>

<b>DAYS</b>	<b>6-7</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	<b>LISTENING.</b> Students will complete an activity demonstrating the need for Listening and begin reading more about Listening skills/answering questions.
<b>STANDARD(S)</b>	SL.9-10.1, SL.9-10.2, SL.9-10.3.
<b>MATERIALS</b>	Silence Quiz (see next page)  Box of crayons or highlighters or markers  Textbooks and Assignment Sheets (see next pages) (or alternate activities)
<b>INSIGHT</b>	Students have little practice actively listening. Many assignments are online, so they have less practice being an audience or listening to understand. Today's students also expect autonomy on when they start work, so they often don't listen the first time instructions are given. The Silence Quiz/"Gotcha" assignment that begins this unit is a classic one some students in class may have experienced in younger grades, but they'll enjoy being "in" on the joke with you as the others diligently work. And to me, there is no better chapter in the Glencoe <i>Speech</i> book than the Listening one.
<b>DO</b>	<p>Tell the students that today, we are going to work on something we don't really get much practice with in the 21<sup>st</sup> Century – Silence. You will give them an activity to do, and they will have to complete it in utter silence – no asking questions, commenting, seeking help, sharing answers – utter silence. A dome of silence will descend on the room. Place highlighters/crayons/markers in front of the room they can access silently as needed.</p> <p>Give them the Silence Quiz and have them take out a piece of paper. Tell them twice to read the directions and do as they say. Enforce silence. Enjoy as a few students figure out the "gotcha" and share watching the rest of the class with you as they diligently do the activities and then experience the joys of Question 10. When most have finished or the jig is up, ask the students what they've learned from this experience (aside from not to trust you ever again). Hopefully, they'll realize that they should have listened to you – that you told them twice to read the directions, and that the directions clearly stated that they should read the full sheet before they began work. Note that while anyone with working inner ears can HEAR, that's different from LISTENING, and that while it sounds really easy, we've demonstrated today that LISTENING is something most of us need to work on and can learn more about.</p> <p>Assign the Listening chapter and its questions. Students can read and answer as they go, read and go back and answer, etc. I always give them two days of class to do this work and require complete sentence answers to the questions, but that's up to you (I had one set of texts for all classes to share, so homework from the text was not an option save for kids who needed extended time or</p>

were absent). And if you don't have access to the Glencoe books, you can find many articles about the importance and research behind Listening online and devise questions similar to these to go with what you discover.

## SILENCE QUIZ

### DIRECTIONS:

Today we are going to do an activity to let me (the teacher) know a bit more about you. The catch is that it will all be done in an absolutely silent room. You may not talk, ask questions, share answers, or any other way make noise or communicate. Please take out a sheet of notebook paper. Read over this entire sheet carefully and then work as instructed.

1. Number your sheet of paper 1 to 10.
2. For #1, write your first name. For #2, write your last name.
3. Write the name of a movie or tv show you've seen in the last week. If you haven't seen any, say that.
4. Write down what toppings you like on a pizza. If you don't eat pizza, say that.
5. Write down two colors you think probably are most common in your clothes closet.
6. Write down the name of someone in class you know well. If you don't know anyone well, say that.
7. Write down a fictional character (Harry Potter, Wonder Woman, Spongebob Squarepants, Cinderella, etc.) you think you have something in common with. No need to say the connection, just the name.
8. Write down something nice about your teacher. Don't leave this one blank!
9. Get a highlighter or crayon or colored pencil or marker and circle the two answers (from questions 3-7) about you that you think are the most important for your teacher to know.
10. Sit back and relax. Do nothing. Don't answer questions 1-9. Don't write on your paper at all. The folks who do so didn't read the directions and will be working hard while you watch them. Aren't you glad you listened?
11. Don't tell other classes about this assignment. I have other kids to trick today.

**LISTENING – Speech 1**

NAME \_\_\_\_\_

**A. Read pp. 54-58.**

B. Answer questions 1 & 2 “Recalling the Facts” p. 59.

1.

2.

**C. Read pp. 60-64.**

3. What are two reasons why listening is difficult?

D. **Gender Talk question:** Do you agree with the facts presented about how men and women speak and listen on page 61? Why or why not? Give examples.

4.

E. Answer the three questions on p. 62 in the space below:

5.

**F. Read pp. 66-71.**

6. Explain the difference between asking for an explanation, paraphrasing a message, and summarizing a message.

G. Read **“Thinking Critically”** on p. 71. Answer the questions asked in the space below.

7.

H. Personalized Summary and Application questions

8. What gives you the most trouble when you are trying to listen?

9. What is one strategy you can use to overcome this barrier to good listening?

<b>DAY</b>	<b>8</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	<b>LISTENING PRACTICE</b>
<b>STANDARD(S)</b>	SL.9-10.1, SL.9-10.2, SL.9-10.3
<b>MATERIALS</b>	Computers and earbuds  Copy of Listening Exercise (see next page)
<b>INSIGHT</b>	Yep, we're skipping talking about the bookwork for a few days to give absent and pokey kids a day to catch up as this bookwork matters a great deal and we want everyone with us.
<b>DO</b>	Give students Listening Exercises and instruct them to watch/listen to these speeches and respond to them. Discuss after time for all to view or another day. You will want to give students a bit of perspective on the Challenger explosion plus Steve Jobs (Apple Computers) before sending them off to listen.

## Listening Exercise / PRACTICE SPEECH 1

NAME \_\_\_\_\_

View the following speakers/speeches below using YouTube. After you watch each speaker, write down what you think the speaker's speech was about in summary plus your opinion about the speech and speaker overall.

**SPEAKER:      President Ronald Reagan      Address to the nation after the *Challenger* explosion**

Summary:

Opinion:

**SPEAKER:      Steve Jobs      2005 Commencement Address at Stanford University**

Summary:

Opinion:



<b>DAY</b>	<b>9</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	<b>LISTENING PRACTICE and BASIC SPEECH OUTLINES (THE HANDY METHOD)</b>
<b>STANDARD(S)</b>	SL.9-10.1, SL.9-10.2, SL.9-10.3.
<b>MATERIALS</b>	Access to the 2014 NSDA Oratory Champion speech online -- Andrea Ambam ( <i>America Minus the Dream</i> -- available on NSDA site or other sites), projector
<b>INSIGHT</b>	This speech is one of the most accessible national champ speeches in many years – easy to follow, common experiences with math, Beyonce humor. It has clear structure and is not controversial as it espouses America’s core values as its argument. And who doesn’t love the nostalgia of drawing a turkey?
<b>DO</b>	<p>Show the students the speech, asking them to listen and scrutinize what she is arguing and how she gets her message across in words and in delivery.</p> <p>Once you’ve watched it through, solicit from the students what her main argument was, what examples she used that were memorable, and any comments they want to make about her delivery. Then ask them about how she structured the speech. Most of them will have a harder time getting this exactly right, so go back and show them her point preview (starts just after the three-minute mark in the video), and then ask them to sort the examples they shared with you earlier into her three points. Wrap up discussion of the speech and how she used the math book metaphor to organize its content.</p> <p><i>*Note about Andrea – she was a national finalist in Oratory again her senior year (2014 was her junior year), placing 4<sup>th</sup> overall. She then had a very successful competitive speech career at Western Kentucky University, becoming one of the most successful collegiate competitors ever. Ambam won the individual sweepstakes championship in 2018 at the American Forensic Association National Individual Events Tournament, and in 2019 she won the same title from both the AFA NIET and the National Forensic Association national tournament, for a total of three national individual overall championships. In order to gain the title at the NFA tournament, Ambam reached the final rounds in all six events in which she competed, won two of them, placed second in three and was fourth in the final event. Only five other people in the nation's history have equaled Ambam's three titles, and only one has surpassed it in the 40-plus years of these two national leagues. She's a great example of a competitive speaker. I used her speech for several years in my class (and would see her at Kentucky tournaments, where I called her "Lesson Plan.") She's a fantastic person and speaker.</i></p> <p>Once you have finished talking about her speech, share with the students that many speeches are organized by having an introduction, three points, and a conclusion. In fact, speech organization is considered by many people to be the</p>

most important part of a speech, for unlike the written word, extended oral communications like speeches cannot easily be “reread.” As we have learned in reading about listening, minds wander and attention wanes. Orators must not only have a clear plan for listeners to follow but also to use as a point of reference when they miss a section due to inattention (if the rest of the speech is to be salvaged for the listener).

Luckily, there’s a way to handily organize a speech. Ask the students to take out a piece of paper and trace their right hands as they did back when they drew Thanksgiving turkeys like this one, who looks a little roostery. I call her Emily.



Don’t actually have the students convert the hand tracings to turkeys. Instead, please have them write these words on the proper fingers:

THUMB – INTRO

INDEX – POINT 1

MIDDLE – POINT 2

RING – POINT 3

PINKIE – CONCLUSION

Explain that most speeches follow this handy outline (it’s always handy). A couple of extra nuggets to add –

- The base of the thumb, where humans’ opposable thumbs make them the dominant planetary species (and thus the most important part of the speech), nicely correlates with the point preview where the speech outline is illuminated near the end of the introduction.
- The title of the speech is like a ring – draws attention.

If time allows, write a few sample outlines as a class or individually.

<b>DAY</b>	<b>10</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	<b>REVIEW AND DISCUSS LISTENING; APPLY</b>
<b>STANDARD(S)</b>	SL.9-10.1, SL.9-10.2, SL.9-10.3.
<b>MATERIALS</b>	Copies of Listening work completed on days 6-7  Audio recording of a story  Quiz over story
<b>INSIGHT</b>	Today you are reviewing and applying the skills learned in the listening unit. For the story, I used Garrison Keillor's "Smokes" (from his HOPE CD), but any story read aloud you like will work. David Sedaris would be especially good – whatever storyteller you want to listen to and make a quiz about.
<b>DO</b>	Go through the questions from the chapter on Listening in the textbook. Discuss each with the students, solicit input and feedback, clarify as needed.

When finished, have the students prepare to listen intently to a long pre-recorded story (15-25 minutes), something they're likely not used to. Many stories possible. Quiz for SMOKES listed below to give an idea of the basic sorts of comprehension questions to ask. Once finished, discuss with students how they did (you can grade these or not) and what strategies they used to overcome the barriers to listening they encountered. Relate to classroom, life situations, etc.

1. What subject does Lyle teach at school?
2. Describe the little girl's injuries.
3. Why doesn't Lyle have any cigarettes?
4. Who begins telling Lyle he needs to smoke?
5. In what physical activity does Lyle participate for exercise?

<b>DAY</b>	<b>11</b>
<b>UNIT</b>	<b>INTRODUCTORY UNIT</b>
<b>OVERVIEW</b>	<b>REVIEW AND APPLY SPEECH OUTLINING</b>
<b>STANDARD(S)</b>	SL.9-10.1, SL.9-10.2, SL.9-10.3.
<b>MATERIALS</b>	Two videos of Oratories  Listening Exercise over Oratories (next page)
<b>INSIGHT</b>	You may wish to use either Gad or Kapur’s speech (whichever you didn’t use) from Day 2 as one of the speeches. For the other, try one of the National Champions in Oratory from another year. I like Jenny Vuong from 2013. If your school or state has connections to an Oratory finalist from any year, maybe show that one (I did – bragging rights plus audience connections).
<b>DO</b>	As another practice day on listening skills that doubles as a way to review speech outlining, show students two more National Champion Oratories and have them complete the listening assignment. Discuss each after completed. Again review barriers to effective listening and how students coped with them.

**Listening Exercise**

**SPEECH 1**

**NAME** \_\_\_\_\_

View the Original Oratory Final Round speakers. After you watch each speaker, write down the speaker's main points plus your opinion about the speech and speaker overall (with reasons to support).

**SPEAKER:**

Main Points:

Opinion:

**SPEAKER:**

Main Points:

Opinion: