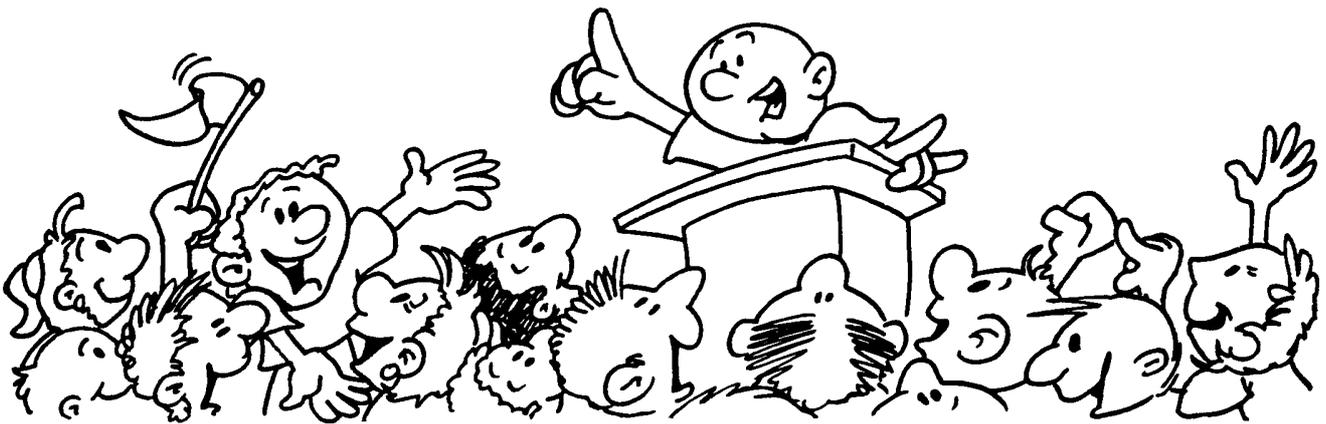


Speak Out

A speaking and debating course for 10 - 12 year old students.



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INTRODUCTION

SPEAK OUT is a public speaking course aimed at 10 to 12 year old students.

The book's aims are twofold -

For Teachers

To provide a range of speech-based activities which can be integrated across the curriculum.

For Students

To provide varied opportunities for verbal expression in a non-threatening environment and so improve confidence in public speaking.

RATIONALE

In today's world successful people are, by necessity, successful speakers. Every adult must be able to speak clearly and confidently in a range of situations, from large gatherings to business meetings. Even those applying for the most menial jobs must be able to perform well at job interviews, and in personal matters every individual must be able to state a case clearly and ensure his/her rights are not infringed. Yet few students leave school equipped with such skills. One reason for this is that students learn to fear these situations at an early age. Another reason is that teachers find it difficult to create opportunities for practising and developing public speaking skills. Every teacher knows the reaction s/he will get following a directive to "prepare a three minute speech on...".

This book attempts to alleviate these problems by providing activities which are fun and stress-free for students, yet which develop effective speech skills.

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SECTION I: *Getting Started*

Teachers' Notes

The emphasis in this section is on getting students talking. The activities are designed for partner or small group work, to give students practice in oral activities before making more formal presentations to the whole class. The exception to this is the first activity, which has been included as a way of getting things started, and of assessing the ability of a new class. It is particularly effective with groups that are not well acquainted with each other. Remember that there are no 'right' answers to these activities - they aim simply to build confidence. As such, teacher intervention should be minimal.

The following steps are suggested for each activity.

1. Distribute sheets.
2. Work through sheet, one section at a time. Rather than reading through the whole sheet, explain each numbered task, then allow time for students to complete that task only. When all students are ready, begin the next task. This will keep students focused.
3. As students attempt each task, circulate amongst them to observe, intervening only with groups who are not on task or who are having difficulties.
4. After each activity, allow time for discussion. Highlight tasks done well and identify areas of difficulty. This is an important time for obtaining student feedback and assessing progress.

Name

Let Me Introduce...

You might know the names of some, or even all, of your classmates, but how well do you really KNOW them? Today you are going to get a little better acquainted with all of them.

1. First, find yourself a partner. Make sure it is someone in the class that you don't know very well - after all, you already know plenty about your best friend!
2. Next, spend five minutes talking to your partner. Try to find out something about him or her that you don't already know - the more interesting the better. You might wish to write notes so that you remember what you've heard. Make sure you talk for the whole five minutes so that you learn as much as you can.

My partner is	He/She
.....
.....
.....
.....
.....

3. In a moment you will be asked to introduce your partner to the class. Write down what you are going to say in the space below.

Good morning/afternoon class. Let me introduce
The most interesting thing I learned about him/her is
.....
.....
.....
.....
.....

4. Now, listen carefully to all the introductions. Try to remember as many names and details as you can.
5. Finally, the hard part. On the back of this sheet draw a map of all the desks in the classroom. On each desk write the name of the person who sits there, and any information you can remember about him or her. Compare with your partner to see who has remembered the most.

Name

My Favourite Things

This activity simply requires you to list and talk about your favourite things. It gives you a chance to tell your partner exactly what your favourite things are, and why.

1. Start by filling in the following list.

My favourite food is	because
.....
My favourite TV show is	because
.....
My favourite sport is	because
.....
My favourite hobby is	because
.....
My favourite season is	because
.....
My favourite person is	because
.....
My favourite school subject is	because
.....
My favourite place is	because
.....
My favourite song/music is	because
.....
My favourite book is	because
.....

2. Compare your list with your partner's. Don't just read each other's list - try to discuss them. This is your chance to talk about things that interest you during class time - don't waste it! Explain to your partner why each thing is your favourite, and see if you can get your partner to change his/her mind about some of the things on his or her list.

Name.....

Tongue Tied

1. This activity will give you practice in speaking clearly. With your partner, take turns in reading the following tongue twisters aloud. How many times can you repeat each one before you make a mistake?

In the column write how many times you were able to say each.

Annabel ate eight enormous apricots.

Naughty Ned needed nine new neckties.

Rascals ran rapidly round Robin's rocket recently.

Walter will walk with Wally on Wednesday. *pp*

Baby Bear blew big beautiful bubbles.

Snoozing Sam Snail snores sleepily.

Hungry hippos hold hands happily.

Lottie lost Lisa's lovely lace.

Clarissa's cow caught cousin Clare's canary.

Terry Turtle tickled Tim terribly.

Susan's singing soothed six sick sheep.

Proud peanuts performed particularly prettily.

Eight elegant emus eloped eastwards.



2. On the lines below write some tongue twisters of your own. Try them with your partner.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....