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Introduction

Activities for Oral Communication and Presentations offers a series of activities to introduce students to a wide variety of methods and uses of oral communication. In essence, this book is an invitation to play. Beginning at a very young age, children use play to explore different lifestyles. For instance, they may role-play being a fireman or a bride – even ‘playing house’ falls into this category of exploration. It is this attitude of play that allows children to develop new skills and explore new avenues that will become integral to their lives. In much the same way that the game of ‘dress up’ allows children to try on new looks, this book provides children a chance to try on new ideas.

This book is divided into three major parts of oral communication:

Public Speaking

Students will explore various types of public speaking and gain experience in a variety of activities.

Persuasive Speech

Students will learn the art of persuasion in our society: exploring discussion, the campaign speech, the commercial, problem-solving, role-playing, workplace negotiation, conflict resolution and debate.

Drama

Students will participate in creative dramatics, improvisation, mime, oral interpretation of prose and poetry, reader’s theatre and melodrama.

Use this book to enrich your classroom lessons. The materials are not limited to speech and oral communication classes, but are appropriate for youth and civic groups, party and ice-breaker ideas, staff development training sessions or family gatherings. Use these ideas or add additional materials of your own to explore the art of oral communication.

These activities utilise the guidelines set as criteria for developing a good lesson. It has been suggested an effective lesson adheres to the following guidelines:

I. Introduction (20% of class time)

- A. Concept is introduced.
- B. Standards and benchmarks are set.
- C. Emotional hook or teaser to tempt the student into the learning process is provided.

II. Content (65% of class time)

- A. Teacher input (20%)
- B. Students actively participate (45%)

III. Evaluation (15% of class time)

- A. Student success is identified.
- B. Further instruction and exploration is planned.

Studies show the amount of learning that actually occurs from the following activities:

lectures – 5%	audio visuals – 20%	practising by doing – 75%
reading – 10%	demonstration – 30%	teaching others – 90%
	group discussion – 50%	

Introduction Speech

The introduction speech provides the opportunity for the beginning speaker to present a well-planned speech that is easily prepared. It provides the class with a chance to become better acquainted. This speech is informal in style and may be communicative and spontaneous. This style allows the first speech to be less rehearsed and encourages the speaker to genuinely communicate rather than simply read to the audience.

The interview time may be one class and serves as an ice breaker for a new class. Students who have been well acquainted will enjoy hearing classmates' responses to the personal inventory. This is a very simple way to organise and present the first speech.

Presentation Time: 3 to 5 minutes.

Assignment: Select a partner and complete the personal inventory on page 10 by interviewing each other. This information will be used to introduce your partner to the class. If the number is uneven, create a three-member team. Each person introduces someone else; students should not introduce themselves.

Introduction

Plan your introduction ahead of time (use the space provided on page 11) and write the introduction in the provided space. A good introduction is an attention step or teaser that addresses the content of the speech. It is always a good idea to begin with a joke or anecdote (an amusing or entertaining incident from the subject's life). Humour is fine, but it is also interesting to provide a serious or life-changing incident that provides insight into the personality of the subject. (Note: It is never good – or even acceptable – in any speech, to use humour or joke at someone's expense. This is cruel and tasteless, and reflects poorly on the speaker. It is the goal of this assignment to enhance and uplift the person.)

Conclusion

This is a time to summarise and conclude the speech. It is usually a good idea to refer to the introduction after the summary to provide closure. Every speech should have a definite conclusion. Example: 'As I shared with you at the beginning, Jane's earliest memory was a fire in the family home. That fire has seemed to light a spark that has inspired great accomplishments in her life. We can only look forward to great achievements in her future'. Use the space provided on page 11 to write out your conclusion.

Student Reflection Page

After presenting your speech, complete the student reflection on page 11.

Introduction Speech *(cont.)*

Personal Inventory

Select a partner in the class and answer the following questions. Then, use your interview information to introduce your partner to the class. Use the space provided on page 11 to plan your introduction and conclusion.

1. Birthplace _____
2. Places person has lived _____
3. If the house were on fire, one thing (other than people, pets, or photos) I would save would be

4. The location where I would like to live is _____
5. If I won a trip, I would visit _____
6. If I could go to dinner with anyone famous (living or dead), it would be _____
7. If I could change the world, I would _____

8. In ten years, I would like to be working as a(n) _____
9. The symbol I'd select to represent me is _____
10. If I were a car, I would be a _____
11. My favourite food is _____
12. My birthday is _____
13. I am most thankful for _____
14. My favourite colour is _____
15. I become very upset when I see _____

16. The political issue or person I would like to never hear about again is _____

17. The time period I would travel to is _____
18. My favourite charity is _____
19. The thing I most like about Australia is _____

Persuasive Speech

As citizens of a free society, we have the right to our opinion. We also have the right to try to convince others to believe as we do. The following activities provide the formats we use today for changing public opinion and enlisting the aid of others to support our causes.

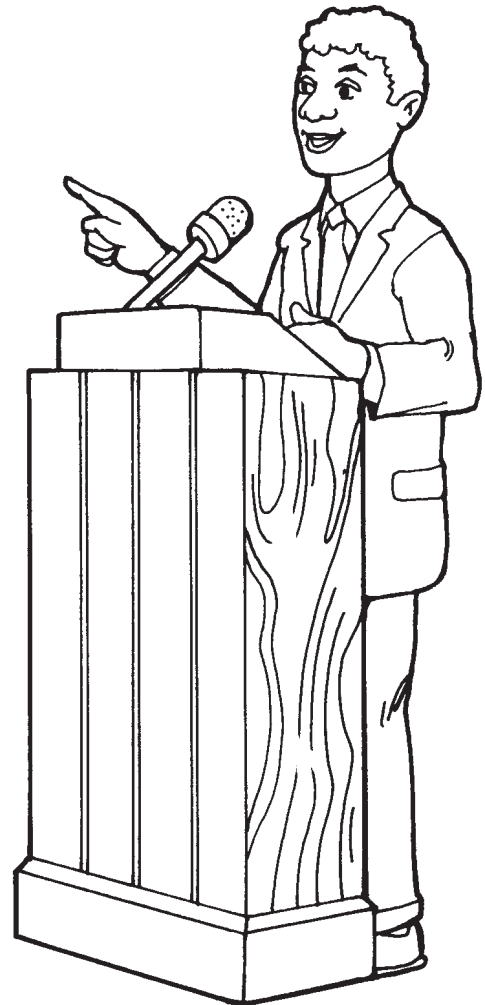
Propaganda is a tool of persuasion. This simply means one side of an issue is presented without representation from the other side. The term *propaganda* has developed negative connotations because the information referred to as propaganda is often biased or inaccurate. If a truth is overly emphasised and exaggerated, it can become a fallacy (mistaken belief).

You will be asked to express your opinion, campaign for votes, answer questions and prepare a commercial. You will resolve situations through problem-solving activities, group discussion, brainstorming, role-playing, workplace negotiation, conflict resolution, debate and courtroom debate.

Steps to Effective Persuasion

The following are tools that aid us in persuasion:

- Believe in what you are saying.
- Organise in advance.
- Remain cool and calm.
- Be pleasant.
- Ask for a decision at the conclusion.
- Express the consequences of not adopting this plan or action.



Share Your Opinion

This is your opportunity to express your opinion. Complete the following form and share your answers with the class. Remember, everyone is entitled to his or her own opinion!

1. _____ is the most beautiful place in Australia.
2. _____ was the greatest Australian.
3. _____ is the best movie.
4. _____ is the best book.
5. _____ is the greatest writer.
6. _____ is our best sport.
7. _____ is the best university.
8. _____ is the most memorable event in Australian history.
9. _____ is the most memorable event in world history.
10. _____ is our best actor.
11. _____ is the best ice-cream.
12. _____ is the best junk food.
13. _____ is the best TV show.