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# COMMUNICATION

## ELEMENTARY LEVEL

### Public Speaking

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This activity is part of the **Junior World Changers kit**, created to give teachers of Grades 4, 5 and 6 a fun and practical resource to introduce younger students to social justice issues and to inspire them to stay involved in their local and global communities throughout their lives. To request your copy of the Junior World Changers kit, email [youth@freethechildren.com](mailto:youth@freethechildren.com).

**Purpose:** The purpose of this section is for students will learn how to develop an effective speech and to practice their public speaking skills. With these skills, students will learn how to have their voice heard, argue for their cause, and be able to mobilize a group of people around a cause they care about.

**Materials:**

- Computer
- Internet connection
- Projector and screen
- Paper
- Writing utensils

**Activities:**

Step 1: How to Give a Speech

Purpose: The purpose of this step is for students to learn the components that go into speech development.

- Hold a discussion around public speaking using the following suggested questions:
  - What is a speech?
  - What is the purpose of a speech?
  - When have you seen people give speeches?
  - Have you ever given a speech? When and why?
  - What makes a good speech?
  - What makes a bad speech?
- Explain to students that the ability to speak in public and express your opinion in the form of a speech is a highly valuable skill for a world-changer. It is a way for a world-changer to have their voice heard, to argue for their cause, and to mobilize a group of people. Explain that everyone must practice their public speaking skills in order to deliver an effective speech.
- Tell students that they will be watching a video created by the Me to We motivational speakers, on how to write a speech. As they view the video, ask students to record all of the tips they hear to deliver an effective speech.
- Visit the Change 101 section on [www.weday.com](http://www.weday.com) to watch a video about public speaking.
- Once the video is complete, ask students to explain all of the tips they tips they heard about delivering a speech. Write these tips on the board.

- Go down the list and ask students to explain why each tip is important and the impact it has on the effectiveness of a speech.
- Allow students an opportunity to put their learnings into practice.
- Divide the class into partners,
- In their partners, have them take turns saying the national anthem (or another familiar text such as a nursery rhyme) as if they were delivering a speech. At this time, students must practice all of the speech delivery techniques they just learned.
- After each partner has had the opportunity to go twice, bring the class back together and discuss what they have learned.

### Step 2: How to Write a Speech

Purpose: The purpose of this step is for students to develop their speech.

- Tell the students that they are each going to write a speech and present it to the class. Before they do so, they are going to view and compare two distinctly different speeches. The first is “I Have a Dream” by Martin Luther King, Jr., and the second is a Harvard commencement speech by author J.K. Rowling.
- As students view the following videos, ask them to take notes on what is said in the speech and the different tactics and mannerisms of the speaker.
  1. Martin Luther King Jr. - [http://www.youtube.com/watch?v=PbUtl\\_0vAJk](http://www.youtube.com/watch?v=PbUtl_0vAJk)
  2. J.K. Rowling - <http://vimeo.com/1711302>

*Teacher’s Note: If these links do not work, go to [www.youtube.com](http://www.youtube.com) and search for 1) Martin Luther King “I have a Dream”; and 2) J.K. Rowling Harvard Commencement*

- After viewing the videos, hold a discussion using the following suggested questions:
  - What were the similarities between the speeches? What were the differences?
  - What made each speech effective?
  - What tactics were used by each speaker?
  - What inspiration can you draw from these speeches to bring into your own speech?
- Explain to students that now they are going to go ahead and create their own speech titled: My Hope for the World.
- Begin by asking students to brainstorm different topics for their speeches, writing all of their ideas on a piece of paper.
- After students have brainstormed their ideas, discuss these ideas as a class, providing direction for their topic choice.
- Once students have chosen their topic, have them create a point form plan for their speech in the following structure:
  - Introduction
    - Thank the people who allowed you the opportunity to speak, thank the audience for listening, and point out any key people who deserve special recognition.
    - Establish who you are, where you are from and a brief summary of what you will be speaking about—keep this brief.
  - Your personal story
    - Share a personal story to help the audience relate to you.
    - Make this story relevant to what you are speaking about.
    - Use this as an opportunity to hook the audience and draw them into your speech.
  - Issues awareness
    - Connect your audience to the issues, raise awareness around problems in the world or in your community.
  - Closing

- Discuss your goals and the personal action you plan to take.
- Inspire your audience to take action by listing the top three ways your audience can get involved.
- Thank the audience for listening and allow for a question period.
- All speeches must be 2-5 minutes long.
- After students have completed their rough drafts, ask them to create their good copy. Explain that the next step is to use their knowledge of public speaking to present their speech to the class.

### Step 3: Present Your Speech

Purpose: The purpose of this step is for students to deliver their speech, bringing together all of their learnings from the communication section of this resource.

- Explain to students that the time has come for them to present their speeches! At this time students must demonstrate their writing, active listening and public speaking skills.
- Allow each student to stand in the front of the class and present their speech.
- After each student has presented, allow for a question and answer period where students can demonstrate their ACTIVE listening.
- After all speeches have been presented, hold a discussion around public speaking and how they will use the skills they have gained to create change in the world.

BLM 1

### Flash Card Writing

Setting:

Driving	Camping trip
Crowded museum	Cottage
Airplane	Elementary school
Beach	Coffee shop
Foreign country	Boat in the middle of the ocean

Problem:

You have encountered the school bully	You see a dangerous animal
It is about to thunderstorm	You are in charge of a group of 20 children
You have been asked to give a speech in 2 minutes to an audience of 200 people	There is a cat stuck in a tree
You lost your wallet	You hurt your leg
You are running late	

Characters:

Mad scientist	Smart astronaut
Superhero	Adventurous explorer
Professional football player	Creative artist
Doctor who specializes in feet	Professional jump roper
Quirky teacher	Enthusiastic accordion player