

WHAT DID YOU SAY?

How to Effectively Present a Speech

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Tennessee 4-H Youth Development

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Skill Level
Beginner

Learner Outcomes

Learners will be able to:

- List the essential steps for an effective presentation.
- Apply these steps in a speech of their own.
- Produce and practice a speech using the newly learned steps.

Educational Standard(s) Supported
See Supplemental Information

Success Indicator

Learners will be successful if they:

- Apply the steps for effective speaking to a 4-H Speech.
- Demonstrate knowledge of the effective steps in the activities in this lesson by taking part in the experience and debrief activities.

Time Needed
30-45 minutes

Materials List
Speaker Cue Cards

Introduction to Content

This lesson looks at methods and skills that are important when delivering a speech. These include being prepared, staying relaxed, planning body and hand motions, and paying attention to detail. Students will then be able to apply the skills learned in this lesson to their 4-H speeches.

Introduction to Methodology

This lesson uses student participation as a means of showing how the skills can make a speech come across very positively — or very negatively. Students get to have fun while helping demonstrate the skills to the group, which makes them more likely to remember. This lesson is a good follow-up to the “Talk to Me” lesson, which covers what makes up a speech and how the speech should be structured.

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Terms and Concepts Introduction

Delivery — How a speech is presented, including tone, speed and volume.

Tone — The quality of a person’s voice. Tone can be soft or high-pitched.

Volume — The level at which a speaker talks.

Speed — How fast or slow a person speaks.

Setting the Stage

Say to students, **“Today, we’re going to look at the skills needed to deliver a really good speech. To start, we are going to watch two videos. One of these videos is of a really well presented speech, the other, not so much. Please pay attention and write two things each speaker does well during their speech, and two things they can improve.”**

[youtube.com/watch?v=YfC9jWj-Hvo](https://www.youtube.com/watch?v=YfC9jWj-Hvo) Bad Speaker

[youtube.com/watch?v=j92LBGHtGIY](https://www.youtube.com/watch?v=j92LBGHtGIY) Good Speaker (Show the first 2 minutes.)

Opening Questions

Ask students, **“After watching the two videos, what are some things you noticed the speaker in the second video did differently than the first?”**

(Answers will vary.)

“What are some ways the first speaker could have improved their speech?”

(Answers will vary again.)

Experience

Say to students, **“Today, we are going to identify some important skills that you should keep in mind when preparing for your 4-H speech. To begin, I’m going to need eight volunteers.”**

Select volunteers, and give them one of the cue cards found in the supplemental materials of this lesson. Ask the students to read their card but not to share it with the class.

Ask each student, one at a time, to go in front of the class and present for 1-2 minutes and follow the instructions listed on the card. The student with card number 6 should go last. The rest of the order does not matter.

After each speaker, have the class briefly discuss what each student could have done better during their speech, and record that on their speaker note sheet.

Once all of the “bad” speakers have presented, have the student with card number 6 present to the class. This individual should demonstrate what a well-prepared speaker should look like when presenting. It may help for this person to be someone who you know is a very good public speaker, or you could ask the teacher to be this presenter.

Tips for Engagement

- Make sure all students have the opportunity to share with the class.
- When selecting volunteers, it will be very easy to choose the students who are excited and always seem to be picked. Pick someone who may normally not be picked for activities, and make them feel as if they contributed to the lesson that day.

Share

Ask students, **“What were some things you noticed the well-prepared speaker did during their presentation?”** (Answers will vary but should touch on standing naturally, not using overdramatic hand motions, speaking at a good volume, etc.)

Follow up by discussing how the important things to remember when giving a speech are to be well prepared; be mindful of your volume, tone and speed; be relaxed; and to pay attention to what you are doing during your speech.

Process

Ask students, **“Think back to when you have given a speech before, what are some things you did to prepare for that presentation? Were they helpful?”**

Generalize

Have students think about other speeches they have seen in the past. Ask them to share what they liked about those speeches and what they didn't like.

Apply

Ask students, **“How can you take what we have learned today and use it to prepare for your 4-H speech?”**

Follow up with, **“Can each of you name one bad habit you can think of that you need to work on when it comes to public speaking?”**

Life Skill(s)

Fourth Grade

Participate in 4-H club meetings by saying pledges, completing activities and being engaged.

Communicate information effectively about a given topic.

Fifth Grade

Participate in 4-H club meetings by saying pledges, completing activities and being engaged.

Supplemental Information

Educational Standards Addressed

Fourth Grade Standards:

ELA-W.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

ELA-W.1b: Provide reasons that are supported by facts and details.

ELA-W.1d: Provide a concluding statement or section related to the opinions presented.

ELA-W.2b: Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

ELA-SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA-L.3a: Choose words and phrases to convey ideas precisely.

Fifth Grade Standards:

ELA-W.1a: Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.

ELA-W.1b: Provide logically ordered reasons that are supported by facts.

ELA-W.1d: Provide a concluding statement or section related to the opinions presented.

ELA-W.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

ELA-W.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

ELA-SL.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ELA-L.3a: Expand, combine and reduce sentences for meaning, reader/listener interest and style.

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Supplemental Material

1. Take a sheet of paper to the front with you to present. Act as if you are reading off the paper the entire time.
2. Walk up to the front of the room confidently, then face away from the audience to present your speech.
3. When presenting your speech, every five words or so say, "Umm."
4. Be extremely dramatic with your hand motions. If you are speaking about birds, demonstrate how a bird would flap its wings to fly.
5. Stand as stiff as a board when presenting your speech.
6. Talk at a very loud volume during your speech.
7. Talk very softly during your speech.
8. Be a calm, natural presenter.