**PUBLIC SPEAKING AIMS**

**To develop effective communication and personal presentation skills.**

Y5

Course 1 6-8 weeks

15 students per session

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| Name of Course | Public Speaking |  |  |
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| **Purpose** | To develop the skills necessary for effective oral communication  and public presentation. |  |  |
| **Learning Outcome** | Children will be able to effectively deliver a speech/message to an audience using and understanding specific mechanics and techniques. |  |  |
| **Overview** | Students will be formally trained in the necessary techniques and skills in the art of public speaking and communication so that they are equipped with a set of guidelines they can use in a variety of situations. |  |  |
| **Course Length** | 6-8 weeks |  |  |
| **Session length** | 45 minute sessions |  |  |
| **No. of students per session** | 15 |  |  |
| **Year Group** | Y5 |  |  |
| **Timetable** | Mondays 1:30- 2:15 5B (a)  Tuesdays 1:30- 2:15 5T (a)  Tuesdays 2:15- 3:00 5T (b)  Fridays 9:30-10:15 5B (b) |  | HALL |
| Year group term 2 | Y4s  Fridays 11:00-11:45 4L (a/b with ML)  11:45- 12:30 4F (a/b with LF) |  |  |
|  |  |  |  |

LOUD SLOW CLEAR

**Elements**

Look Up (eyes)

Speak Up (volume)

Breathe

Fluency

Posture

Clarity

Articulation

Vocabulary and Content

Expression

Articulation

Emphasis

Timing

Engage your audience

Body Language

KNOW YOUR SUBJECT AND YOUR SPEECH

KNOW YOUR AUDIENCE AND YOUR SPACE

NEVER APOLOGISE

IMAGINE YOURSELF GIVING A GREAT SPEECH

FOCUS ON YOUR MESSAGE NOT YOURSELF

**vocal contras**t – varying pitch, intonation, pace, volume, tone colour and

intensity

**vocal flexibility** – a supported and free vocal tone; releasing breath and

sound freely and easily; supporting breath with the appropriate muscles;

aiming for balanced and forward resonance

**vocal powe**r – producing and controlling sound until the end of the phrase

so that the voice does not fade away

**vocal skills** – using sufficient audibility, tone colour and clarity of diction

when performing the text

Week 1

**Introductory: What we are doing, why we are doing it and what we hope the outcome will be.**

**Focus fun/ message-communicating can be fun.**

**WARM UPS**

CGAME: Find your group making animal noises; Technique Using the voice. **(Volume and clarity )**

GAME: Hunt the hidden object .Help person find the object by use of volume **(Dynamics)**

Skill- TONGUE TWISTERS-**Articulation**

*"Kitty caught the kitten in the kitchen."*

*"Eleven owls licked eleven little liquorice lollipops.*

*"Zebras zig and zebras zag."*

**Discuss- Think about assembly and presenting.**

**What do you need in order to be a good speaker, to keep your audience interested ?**

POINTS (write them down )

What about the way you stand?

**POSTURE,** eyes, arms, breathing

Do a breathing exercise . Practise walking on, standing, waiting then introduce yourself

OPENER

Good afternoon, my name is \_\_\_\_\_\_\_\_\_\_\_\_and I’m here today to talk to you about\_\_\_\_\_\_\_\_\_.

**NO TIME**

*(if time develop 3 sentences to deliver on your chosen subject)*

***REFLECTION SHEET***

***(in language books)***

*3 things I learnt about posture today*

*Breathe*

Body straight   
Look confident  
look up,

No shifty eyes!

stand with feet slightly apart, shoulders relaxed

Relax and wait

Don’t fiddle, swing or shuffle

If you have a paper, don’t hold it in front of your face

Face front

(oh and don’t put your hands in your pockets)

http://www.artofcommunicating.com.au/public\_speaking%20tips/vocal\_warmup\_speaking.html

Lesson 2

**Focus. Mechanics**

What do you remember from last week?

*Main elements..fiddle, shifty eyes, swinging, speaking clearly looking up, projecting*

Warm -Up-Exercising the voice -Breathing, sounds high and low, loud and soft (talk about dynamics

1. Find your balance. Experience your body at this moment.
2. Spine roll
3. Loosen shoulders
4. Make contact with your breath. Hand on stomach, blow breath out in a strong, steady, continuous stream. Each time you recover the breath, notice the expansion in the stomach area 3 x
5. Hand still on stomach, say *hah, hah, hah* 3 x
6. Stretch to open ribs
7. Hum for 1 minute
8. Loosen jaw. Chew. Place two fingers between the teeth and say *goo gah, gee gah, gay gah.* Remove fingers and say this again retaining the sense of space in the mouth.
9. Flutter through lips. Say *Billy Buttons bought a big bunch of beautiful bananas.*
10. Have a big yawn, stretch and say *hey* or *hi.*
11. Imagine you are bouncing a ball with your hand and say *huh huh.* Now bounce the ball to different parts of the room and as you do so play with the range of your voice.

Mechanics of the voice. Discussion-

How do our voices work? How do we make sounds?

Look at diagram of the voice box

<https://www.youtube.com/watch?v=R17yH0GSDvA>

<http://totalvoice.net/howthevoiceworks.html> (voice mechanics )

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**Overview Students will be formally trained in the necessary techniques and skills in the art of public speaking and communication so that they are equipped with a set of guidelines they can use in a variety of situations.**

Director's Cut

(How do I change this ridiculous font please?)

We all have found ourselves having to make presentations to an audience of some kind throughout our lives, whether to get a point across, sell ourselves, instruct, inform or entertain. We all know that familiar butterfly and clammy hand feeling before we go out there to present. We also know how as an audience that if a speaker isn't particularly engaging or interesting, we soon lose interest.

So why are some people better than others? Good question. Well some simply have the edge because it's natural to them,whereas for others it's the stuff of nightmares. However the good news is that everyone can be trained. Everyone can improve and learn how to present and the even better news is that the younger you start the better it is.

So that's why we are introducing and developing a public speaking course at The Peak School

At the Peak School, the aim is to provide comprehensive training in essential speaking and communication skills by way of specific and explicit teaching. The verbal and communication skills training starts in years 1 and 2 with Circle Time leading to public speaking, speech, drama, performing and debate in year 6.

An Assembly notice

Suggested structure

Walk on, posture, take a moment, breathe, look up

(Think about volume)

Good morning. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am here today to talk to you about \_\_\_\_\_\_\_\_.

Hands up if you have heard about \_\_\_\_\_\_\_\_\_

*Repeat word*

Thank you. I can see that *many of you/a few of you/ none of you* have heard about \_\_\_\_\_\_\_\_\_\_\_\_

Well I’ve got some very interesting information for you /an important message for you/ a question for you

*Useful info for trainers (maybe not for kids)*

*http://www.youtube.com/watch?v=Gaj3Xl9vasc*