



**Suggested  
Teacher  
Lesson Plan**

The 4-H/Tropicana Public Speaking Program meets the Sunshine State Standards in Language Arts and Florida's System of School Improvement and Accountability, Goal 3. This program also assists teachers in helping their students achieve required benchmarks that are assessed by the Florida Comprehensive Assessment Test (FCAT) and Florida Writes test.

## CONTENTS

Objectives	1
General Guidelines	1-2
Suggested Curriculum	2-3
Public Speaking Tips	3-4
Classroom Competition	4
School Competition	4
County Competition	4

## OBJECTIVES

With any school program, its success can be credited to the classroom teacher. We appreciate your eagerness to participate and have compiled this booklet to assist your planning. Your students will thoroughly enjoy this hands-on, learning-by-doing activity.

Why is public speaking important? As an educator, you know that many problems in our fast-paced society arise, not because we don't know the answers, but because we cannot communicate effectively.

The best time to teach people to talk and think on their feet is when they are young. This is the objective of the 4-H/Tropicana Public Speaking Program. The Program is sponsored by Tropicana and administered through the 4-H Youth Development Program; Cooperative Extension Service of the University of Florida.

The Program is structured to be a part of everyday classroom activities. In addition, the excitement of a competition is added. A real challenge occurs when children prepare to express themselves in front of an audience. Some students overcome their initial fear of public speaking more easily than others. The emphasis of the Program is on the growth of every student participant. It is important for all young students to have an opportunity to take pride in the expression of their ideas.

## GENERAL GUIDELINES

The Program is designed to give 4th, 5th and 6th grade students experience in the preparation and delivery of a speech. Typically, there is an elementary school competition for 4th and 5th grade students, and a middle school competition for 6th grade students. Each participating teacher should plan to spend one week on the Program. The suggested outline in this booklet has produced excellent results in the past. However, each classroom is different. Teachers may make changes in order to adapt to the activities of their students and the available time frame.

### Student objectives:

- Recognize the necessity of obtaining as much information as possible on a given topic.
- Carefully organize the material to be presented in a timely and orderly speech.
- Develop a pleasing personal style before an audience.
- Acquire the ability to speak convincingly in public and to express ideas effectively.
- Develop confidence and poise.

### Teacher responsibilities:

- Help students create, write and present speeches.
- Choose the classroom winner to perform in the school competition.
- Select one overall school winner to attend the county competition.
- Prepare the school winner for the county competition.

### Speech guidelines:

- Speeches must be specifically prepared for the Program
- Speeches must be original and relate to the student's interests.
- Speeches should be no less than two minutes and no more than three minutes in length. Penalties are given for shorter or longer speeches.
- No visual aids are allowed when giving a speech.  
NOTE: Notecards are not considered visual aids and may be used. However, costumes, props and pictures are considered visual aids.
- Students who participate more than one year must create a different speech each year.

## SUGGESTED CURRICULUM

### Day One - Introduction and Topic Selection

- To stimulate ideas, have the students write a response to the following phrases:
  - Something exciting that has happened to you
  - Something you have read a lot about
  - Something that means a lot to you
- From this list of ideas, each student should choose a topic and be prepared to give a talk in front of the class on the date selected.
- Explain that it is normal to feel nervous when asked to talk in front of a group
- Send home the Parent's Letter explaining their child's participation in this Program at the classroom level
- Homework assignment: Have each student ask an adult if they have ever had "butterflies" when giving a talk in front of an audience. Ask the adult to help the student create three main points about their chosen topic.

### Day Two - Creating and Writing a Speech

- Ask students to stand up and share their topic and the main points of their speech with the class.
- Make constructive suggestions to each student regarding logic, organization and transitions.
- Assign unprepared students to work together as a group while the others create their speeches.
- Discuss how introductions should:
  - Grab the audience's attention.
  - Highlight the main points to be covered.
  - Let the audience know why they should be interested in the topic.
- Give an example of a good introduction such as:  
"Have you ever wondered just how many people can fit into the world? Well, if you're like me, you are concerned about things like that. My parents and I traveled to India last year and saw thousands and thousands of people. It was then that I asked my parents the question, 'How many people could fit into the world?' Well, my dad and mom told me to 'look it up.' They are always telling me that. So I did. And, here is what I found. First, I'd like to talk about how many people there are in the world. Second, I want to tell you about how many people are being born and how many people will be in the world by the year 2000. Last, I'd like to talk about how many people the world can really hold. So how many people does the world have now? Well..."
- On this day, send home the Lucky Clover pamphlet with students.
- Homework assignment: Have children create the introduction, the main points and the concluding remarks of their speech. Parental involvement is encouraged.

### Day Three - Finishing Touches

- Have the students practice their speeches in class. Ask the students to make positive comments to each other on certain aspects of each speech they enjoyed.
- Provide constructive criticism as necessary, and demonstrate right and wrong characteristics of speeches. This is an excellent way for students to see and hear examples of good public speaking.

### **Closing a Speech**

- Don't talk about stopping; just stop.
- Always stop before the audience expects it.
- Close with the idea the audience should remember the longest.
- A good ending might leave the audience laughing or smiling.
- There is no need to thank the audience; they should be thanking the speaker.

## **CLASSROOM COMPETITION**

Classroom judging is the teacher's responsibility. The teacher may select the winner or invite others to judge. Other methods appropriate for a particular classroom may be used. Winners are selected based upon the highest number of accumulated points from the suggested judging sheets provided by Tropicana.

### **Classroom Competition Awards**

- A blue ribbon is awarded to the first-place classroom speaker.
- A red ribbon is awarded to the second-place classroom speaker.
- A white ribbon is awarded to the third-place classroom speaker.

## **SCHOOL COMPETITION**

Each first-place classroom winner advances to a school competition. Winners are selected based upon the highest number of accumulated points on the suggested judging sheets provided by Tropicana. Teachers may coordinate the school competition in any of the following ways. These examples are only suggestions:

- The competition may be held during a school assembly or as an after-school activity.
- Include the contest as part of a P.T.A. function.
- Teachers or qualified guests may serve as judges.

### **School Competition Awards**

- A gold medallion with a blue ribbon is awarded to the first-place speaker.
- A silver medallion with a red ribbon is awarded to the second-place speaker.
- A bronze medallion with a white ribbon is awarded to the third-place speaker.

## **COUNTY COMPETITION**

First-place speakers from each school present their speeches at a final county competition which is coordinated by the County 4-H Cooperative Extension Office. Winners are selected based upon the highest number of accumulated points on the suggested judging sheets provided by Tropicana. Parents, teachers and friends are invited to attend, and the date and location are announced by the local 4-H agent.

- A plaque with a gold medallion is awarded to the first-place speaker.
- A plaque with a silver medallion is awarded to the second-place winner.
- A plaque with a bronze medallion is awarded to the third-place winner.
- A plaque with a green medallion is awarded to the fourth-place winner.

As an educator, your role in the success of this program is vital. Tropicana and 4-H appreciate your contribution to developing our future leaders.

Tropicana, 2000