

Clear confident articulate speakers

PDF

Class Teacher document



Mighty Oak
PUBLIC SPEAKING





Your class will achieve confident and articulate speech,
however the success of the programme relies on both of us working together.

There are 4 things that need to happen to make this work well:

Know the programme

- Two x 1 hours sessions
- 5 parts to the first session
- 3 parts to the second session

Prepare and manage

- Know how the programme works
- Pause to Practice
- Sitting and Standing
- Moving speaking space
- Finding partners
- Feedback Police activity

Set the tone

- High energy brisk pace
- Consistency within the standard
- Speaking in Unison

Honour the purple stars

- All around confidence building
- Awarding Purple Stars
- Your certificate request
- Your class on the honours board



Know the programme

Part 1

1 Creating the standard: It is important to establish a strong foundation of stance and 'presence'; we spend time doing this. This is the standard we then expect before any words are spoken.

2 Bad habits: We have a look at the three bad habits. The class will know and 'feel' what the bad habits are and be able to identify them in themselves (and others!) By identifying the 3 main bad habits, the class will immediately know what you are talking about and be in a position to correct themselves.

3 The 4 tools: This is the heart of the session. We teach the four tools of public speaking. These tools come with a life time guarantee so its worth being **very** prepared for this part of the lesson.

4 Using the tools for an excellent introduction: The class are taught how to make an excellent introduction (again, a lifetime guarantee with this skill!)

5 Fun Police feedback activity to cement learning: This activity gives you the opportunity to hear individual pupils speak. It also gives you an accurate measure of the learning that has taken place.



Know the programme

Part 2

1 Revisit the four tools: This allows for a time lapse between the two sessions.

2 How to create and deliver a short speech: We teach the children how to create a speech in a way that helps them remember what they have to say (no writing!) And how to deliver that speech in a confident manner.

3 Fun Police feedback activity to cement learning: As previously, this activity gives you opportunity to hear and see the learning that has taken place.



Prepare the class

Know how the programme works:

The programme is divided into two halves.
Each half should be allocated one hour of hall-time.

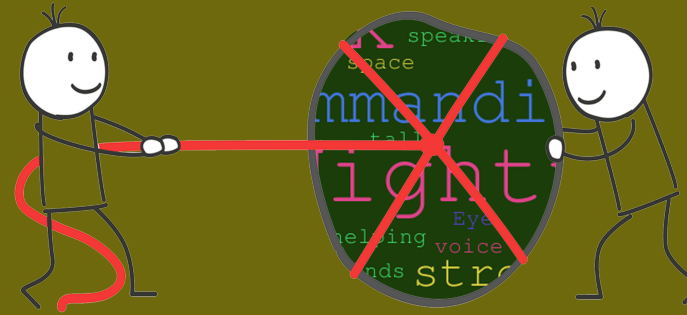
There is 26 minutes of video time in the first half.
34 minutes for the '***pause to practice***' intervals.

There is 15 minutes of video time in the second half
45 minutes for the '***pause to practice***' intervals.

We work together.

I teach the skills and **you** prepare and manage the class.

We both maintain the same level of energy to ensure a brisk, effective and consistent lesson.



Prepare the class



There are
4 ***Pauses to Practice*** intervals in the first half and
6 ***Pause to Practice*** in the 2nd half.
You are given plenty of notice and then this icon appears:

It is important that you get to the pause device fast to prevent the programme running on.
Take as long as you need to practice ensuring that the pace and energy level stays high!



Prepare the class

Sitting and Standing:

The class are instructed to sit down and stand up at various different times. There is a finite time allocated to this and will work best if you are prepared!

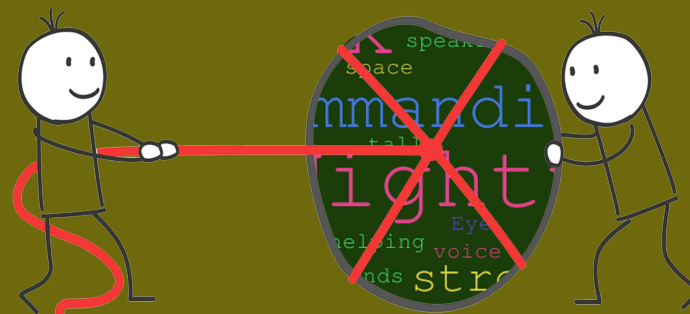
The same video clip with music is played each time so the class will be able to associate it with the instruction.

Sit

down !!

up !!

Stand

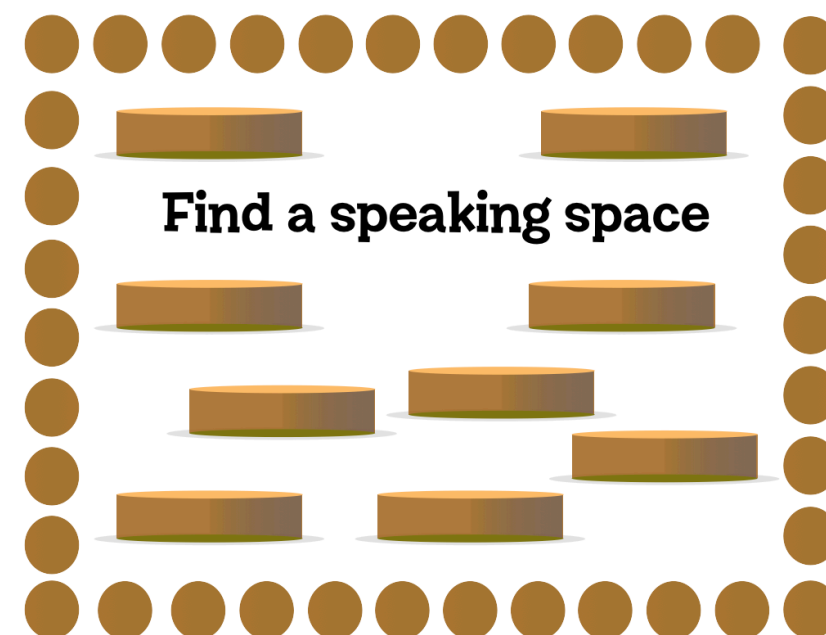


Prepare the class

Moving Speaking Space:

The class are instructed frequently to move to a new speaking space. This familiarises them with the idea of having their own speaking space and the possibility of creating a new space for themselves.

Again, the same video clip is used and they will become familiar with the instruction but it is essential that they are prepared as there is limited time allocated for this!



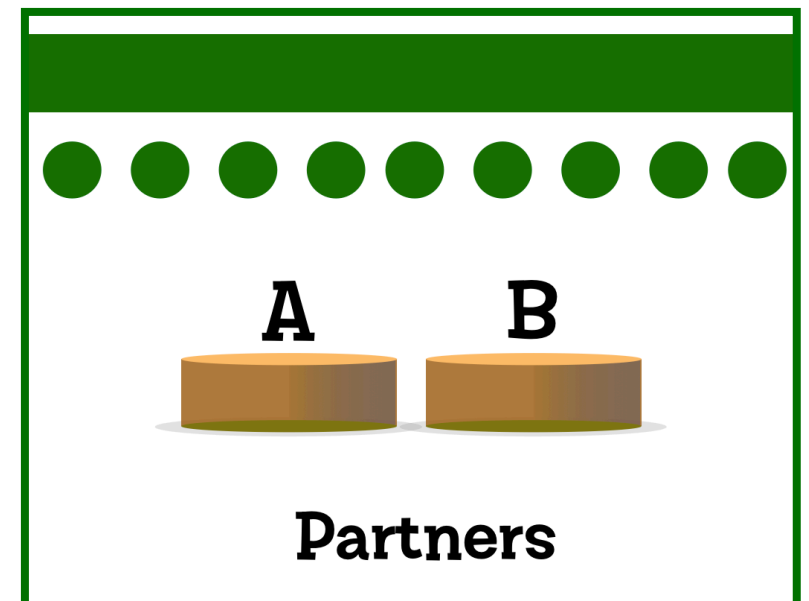
As the teacher, it keeps the class on their toes if you also move your teaching space!
By having the whole class ready and then you move to the other side of the room,
have the class turn around, you have a whole new set of children in the front!



Prepare the class

Into pairs :

For the introductions, I will be instructing the class to get into pairs. It would be efficient and simple if this were 'pre-planned'. Organise this with the class in the classroom before the session begins. The time allowed for the organisation of this within the programme is minimal!





For the best results place a bench at each of the four sides of the room against the wall. For this activity, the 4 chosen children will be asked to stand on the bench to get a good view of the class.





Set the tone:

High energy; brisk pace:

The programme works best when it keeps the attention of the whole class.

We have created it to be run at a brisk, high energy pace.

This will work if the children are well prepared, understand the instruction and are rewarded for responding efficiently to the commands.

- Move your speaking space
- Sit down
- Stand up

The time allocated to these is minimal and works best if both the managing teacher and the class are ready for them!

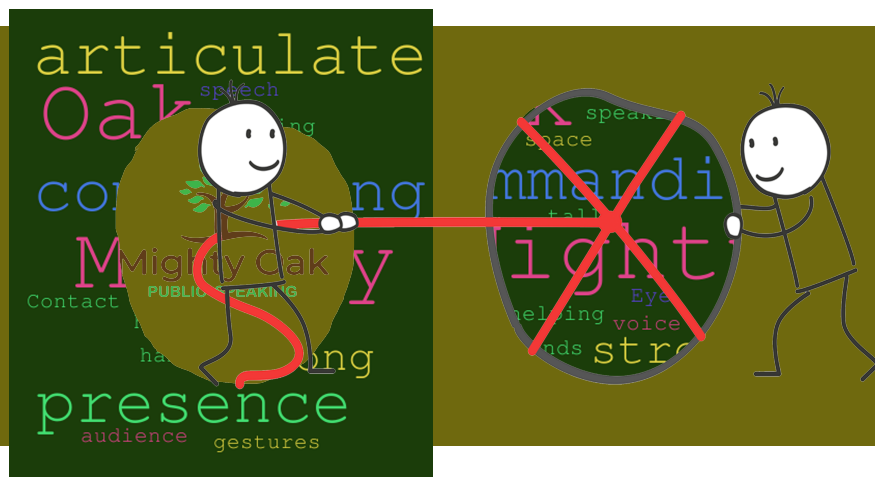


Set the tone:

Consistency with The Standard:

The pupils will look to you during the “pause to practice’ intervals. It is imperative that you maintain this high standard each time. This will have been established at the very beginning so that everyone is aware of what is expected each time we prepare to speak.

The standard is “Commanding presence”
Lead by example!



Set the tone:

Speaking in Unison:

The pupils will be asked to sort out their words (be sure to give them time to do this during the “Pause to Practice”) When everyone is ready, the whole class speaks at the same time.

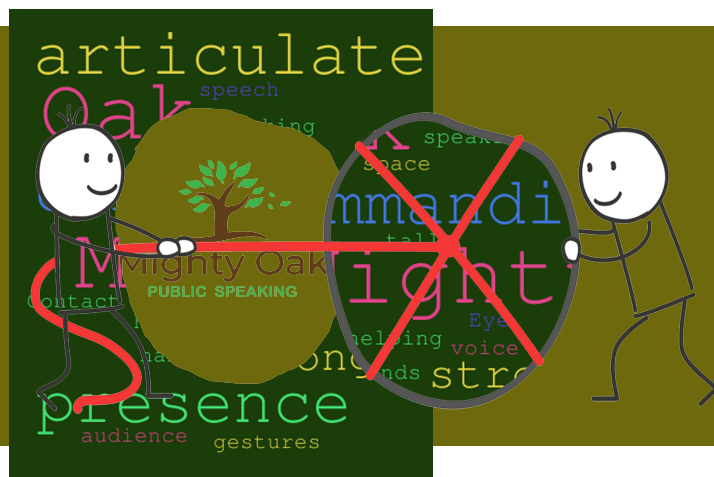
3 important notes around this

1 - This means that no-one can hear any one individual, making it very safe for everyone to really put themselves into the activity without the concern of ‘being the only one speaking’
This is great for the quieter pupils.

2 - As you prepare the pupils to speak, be sure that you yourself use a strong ‘leading voice’. The class will mimic your pitch and your energy level.

3 - Although an excellent activity to ensure everyone speaks, it can be distracting in the beginning with some children ‘listening ’ to the person beside them. I address this in the video, but it would be an excellent reinforcement if you were also to acknowledge it.

By the time the class have done this a few times, the problem disappears.



Honour the purple stars

The whole programme is centred around confidence.

We award 'purple stars' for successes. These can be for standing up tall and strong like the Mighty Oak, for getting to a new speaking space with dignity, for excellent use of 'helping hands'; any small success.

The ability to 'succeed' with the class is within nearly every child's grasp. There are plenty of opportunities for you to 'catch' any child 'doing it right'. This is especially rewarding for the more challenged children who find it difficult to 'succeed' in other areas.

You will need to **bring a class list with you** and award the purple stars throughout the lesson. We discuss this within the programme so the class will be expecting it!





Honour the purple stars

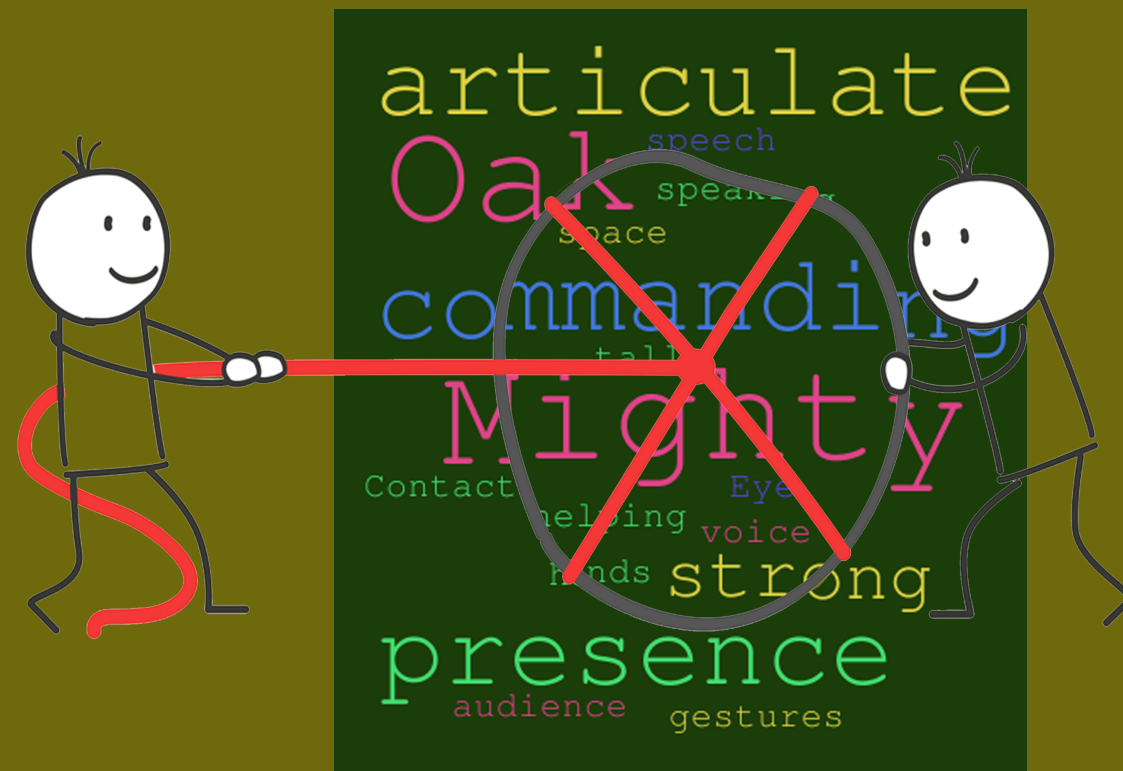
At the end of the lesson, I will be asking for your list of purple stars!

Once I receive this I will send you the following:

- Certificates for printing out for your class.
- Logo for your class and your school website.

Your class will be named on the honours board on the Mighty Oak public speaking website.





Let's work together!