ENGLISH LANGUAGE ARTS

Public Speaking
Special Delivery
Building a Speech


**Course Philosophy**

**Public Speaking** consists of reading, writing, language, and speaking and listening skills. During instruction students learn the fundamentals of effective communication, and build social and workplace communication skills which enables them to become effective, confident, and informed speakers who are developing the necessary awareness and abilities to critically analyze, evaluate, and critique the speeches of others. The initial focus is on building the foundational mechanics of oral delivery. Students refine vocal presentation techniques by developing conscious awareness of proper voice usage. They practice proper pronunciation and articulation of words and pauses to achieve effective oral delivery using the conventions of Standard English. Emphasis on noun-verb agreement, verb form and tense, active and passive voice, pronoun-antecedent agreement, use of possessives, and other Standard English deviations is reinforced to promote awareness and avoid common errors. Students routinely revise and edit their work to ensure correct English. Teachers focus on grammar, language usage, and literary devices as strategies to enrich and enhance a message that creates a lasting impression, such as figurative language, creative sound effects, powerful rhetorical techniques, parallel construction, and use of repetition for emphasis. Through exposure to text and oral versions of famous speeches students develop awareness and appreciation for techniques used by powerful speakers. Oral delivery presentations include the application of valuable literacy skills such as researching; taking notes and generating supporting material; selecting a topic; determining purpose; composing a thesis; developing main points; outlining the speech and separating it into major and minor parts; selecting and using presentation aids; identifying and adapting to the audience; and delivering the speech. Students participate in the speech-making process by responding to cross-content, career-related topics, or topics of personal interest that pertain to civic, global, health and wellness, arts and humanities, or other technology issues. They apply learned skills to deliver effective narrative, informative, and special occasion speeches. In the process, students develop an awareness of the audience. They also learn nonverbal behavior skills such as establishing eye contact, controlling posture, using appropriate facial expressions and hand gestures to clarify messages, and paying attention to grooming and clothing choices. In addition, students learn to listen critically and apply rubric criteria to evaluate oral presentations.
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<td>Special Delivering and Building a Speech</td>
<td>SL.9-12.6; L.9-12.1; L.9-12.1A; L.9-12.1B; L.9-12.3; SL.9-12.4, SL.9-12.2; W.9-12.7; W.9-10.8, SL.9-12.1C; SL.9-12.3, SL.9-12.1; SL.9-12.1A; SL.9-12.1C; SL.9-12.1D; SL.9-12.6; L.9-12.1; L.9-12.3</td>
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## Effective Pedagogical Routines/Instructional Strategies

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<td>Rereading &amp; rewriting</td>
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<td>Establishing text-based norms for discussions &amp; writing</td>
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<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
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<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
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<td>Pair/trio sharing</td>
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<td>Choral reading</td>
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<td>Gallery walks</td>
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<td>Whole class discussions</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Standards

CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

• CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

• CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and
economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change
practices or inform strategies. They use reliable research process to search for new information. They evaluate
the validity of sources when considering the use and adoption of external information or practices in their
workplace situation.

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem,
and devise effective plans to solve the problem. They are aware of problems when they occur and take action
quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to
introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
upon, they follow through to ensure the problem is solved, whether through their own actions or the actions
of others.

- CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles
while employing strategies to positively influence others in the workplace. They have a clear understanding of
integrity and act on this understanding in every decision. They use a variety of means to positively impact the
directions and actions of a team or organization, and they apply insights into human behavior to change
others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that
management’s actions and attitudes can have on productivity, morals and organizational culture.

- **CRP10. Plan education and career paths aligned to personal goals.**
  
  Career-ready individuals take personal ownership of their own education and career goals, and they regularly
  act on a plan to attain these goals. They understand their own career interests, preferences, goals, and
  requirements. They have perspective regarding the pathways available to them and the time, effort,
  experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the
  value of each step in the education and experiential process, and they recognize that nearly all career paths
  require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the
  planning and execution of career and personal goals.

- **CRP11. Use technology to enhance productivity.**

  Career-ready individuals find and maximize the productive value of existing and new technology to accomplish
  workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology.
  They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and
organizational-of technology applications, and they take actions to prevent or mitigate these risks.

- **cultural global competence.**

  Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Differentiated Instruction

**Accommodate Based on Students’ Individual Needs: Strategies**

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

/Public Speaking/ has interdisciplinary connections in reading (literature and informational text), writing, and language. It combines the process of learning to speak in front of an audience with analysis of arguments and persuasive appeals. Students learn how to create and present effective speeches; adapt messages to specific audiences; and evaluate and critique messages produced for others. The emphasis is on building students’ abilities to deliver effective persuasion in response to controversial issues; develop tolerance for multiple points of view; and prepare well-supported arguments that demonstrate the ability to debate both sides of a question. This experiential learning enables students to examine public speeches, news stories, political campaigns, advertising, and other resources to make meaningful connections between public speaking theory and practice. Students will build competence in basic delivery skills while providing opportunities for using a variety of public speaking formats: informal oral presentation; structured discussions as well as formal speeches; and structured formal debates. The goal is to ensure students develop essential life skills that stress the importance of effective oral communication.
## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

### Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Assessments

Formative Assessments:

- Present orally with attention to articulation, inflection, tone, volume and pitch, pauses and tempo, facial expressions, eye contact, posture, gestures, and body movements.
- Record a one-minute informational telephone message using precise articulation, excellent grammar, formal vocabulary, and appropriate speaking tone and voice.
- Prepare an outline that presents an analysis of a target audience based on five (5) or more criteria (age, interest, education, income, race, etc.).
- Plan and perform a 45-second to one (1)-minute commercial about a product that targets the specific audience.
- Develop a speech topic based on an understanding of the audience.
- Select a poem or a narrative excerpt and use vocal techniques to do an oral reading.
- Speak expressively to sympathize with a fictional character or an actual person.
- Recite a memorized dramatic excerpt.
- Orally present a poem, an expressive excerpt from a story or play, or a powerful speech using a visual or audio aid.
- Use vocal and physical techniques to tell a story that reveals a personal memory, interest, career goal, or one that applies understanding of a cross-content concept.
- Write and orally present directions to a destination.
- Write and orally present, explaining “how to…” or how something works.
- Develop a PowerPoint or other visual aid to explain steps in a process.
- Deliver a demonstration speech based upon researched information.
- Evaluate your own and others’ effectiveness in formal presentations using rubric criteria.

Summative Assessments:

- Choose a poem; before reciting students (speaker) tell classmates (audience) the series of tones they wish to convey; classmates respond by telling speakers if they were successful.
- Choose a poem; exchange with a classmate; prepare a “director’s memo” that explains the tones of voices the speaker should convey; pair-up, exchange poems and memos, and recite one another’s poems; give feedback on what worked and did not work in both the director’s memo and the performance.
### Essential Focus Question
- What does it mean to communicate?
- How can effective public speaking be recognized and described?
- How can nonverbal communication change a speaker’s message?
- How do different purposes and audiences affect presentation outcomes?
- What elements must be considered before writing and delivering a speech?
- How does an audience affect a speech?
- How can non-verbal cues change the intent of a presentation?
- Why is it important to organize your thinking when trying to support a position?
- How do presenters know if an audience is interested in their topic?
- How do presenters know when they are ready to deliver a presentation?
- How are public speaking skills used in life situations?

### Outcome
- Choose specific words and word order for intended effect and meaning.
- Identify, explain and use content specific vocabulary, terminology or jargon unique to particular groups, perspective or contexts.
- Use verbal and non-verbal techniques to communicate information.
- Make decisions about how to establish credibility and enhance appeal to the audience.
- Rehearse the presentation to gain fluency, to adjust tone and modulate volume for emphasis and to develop poise.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose or audience.
- Critique the speeches of peers and give constructive criticism.
- Evaluate speeches for both content and delivery.

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<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tr>
<td>CCSS : SL.9-12.6; L.9-12.1; L.9-12.3</td>
<td>➢ Students will recognize basic speech terminology.</td>
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<tr>
<td>Distinguish the foundational conventions of effective public speaking.</td>
<td>➢ Students will demonstrate correct and clear speech using articulation, annunciation, and pronunciation of words and word parts.</td>
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<td>➢ Students will apply proper grammar, avoiding such errors as incorrect subject-verb agreement; wrong verb tense; double negatives; and misuse of comparatives and superlatives.</td>
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<td>➢ Students will utilize the verbal techniques of tempo and pauses, volume, pitch and tone, and inflection.</td>
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<tr>
<td>CCSS : SL.9-12.4</td>
<td>➢ Students will use nonverbal strategies such as eye contact, facial expressions, posture, gestures, and body movements.</td>
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<tr>
<td>Practice the mechanics of oral presentation.</td>
<td>➢ Students will avoid negative and meaningless vocal fillers, distracters, and mannerisms.</td>
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<td>➢ Students will label text to indicate pauses between words and words clusters; emphasis on words and word clusters; pace, volume, and other delivery features.</td>
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<td>➢ Students will determine how to refine a speaking voice.</td>
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<td>➢ Students will critique relationships among purpose, audience and content of presentations.</td>
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| CCSS: SL.9-12.1; SL.9-12.1A; SL.9-12.1C; SL.9-12.1D | ➢ Students will apply awareness of criteria governing discussion.  
➢ Students will use prepared notes.  
➢ Students will recall appropriate ways to pose a question during discussion.  
➢ Students will formulate relevant questions that clarify existing information and elicit new information.  
➢ Students will explain how the choice of words in a poem fits the speaker.  
➢ Students will explain how the sound of a poem (rhythm, onomatopoeia, repetition, alliteration, assonance, etc.) supports the subject and mood.  
➢ Students will differentiate the discussion by asking various levels of questions.  
➢ Students will construct an impromptu response to a topic. |
| --- | --- |
| CCSS: SL.9-12.1C; SL.9-12.3 | ➢ Student will distinguish between informal and formal tone.  
➢ Students will employ strategies to revise tone.  
➢ Students will specify and apply the criteria for evaluating an oral presentation. |
| CCSS: SL.9-12.2; W.9-12.7; W.9-10.8 | ➢ Students will derive topics from reference books and the Internet.  
➢ Students will compile a bank of speech topics from internet inventories and other various sources.  
➢ Students will classify the topics into subsets. |
| CCSS: SL.9-12.4 | ➢ Students will apply techniques for learning about an audience.  
➢ Students will evaluate an audience using the following criteria: age and generational identity; ethnic or cultural background; socioeconomic status; gender; and political and/or religious affiliations.  
➢ Students will determine the audience and adapt their findings accordingly.  
➢ Students will identify what the audience needs to know.  
➢ Student will demonstrate to audience members why the topic should interest them. |
<table>
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<tr>
<th>CCSS: SL.9-12.6; L.9-12.1; L.9-12.1A; L9-12.1B; L.9-12.3</th>
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<td>Recognize the importance of grammar and the social acceptances of meanings.</td>
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- Students will distinguish the levels of English language usage: standard written English, standard spoken English, and non-standard spoken English.
- Students will modify the level of usage for the audience and the situation.
- Students will employ sentence variety and other techniques (appositive phrases, adverbial and adjectival clauses, similes, examples) to clarify the message for an audience that is unfamiliar with a topic.
Audio Guides


Books


Scripts

Websites
World Values Survey: www.worldvaluessurvey.org
Pew Research Center: www.pewresearch.org
The Gallup Organization: www.gallup.com
The fundamentals of effective communication enable students to become successful, confident, and informed speakers. In the process students begin to develop the necessary awareness and abilities to analyze, evaluate, and critique others’ speeches. Students build social and workplace speaking skills as well.

**Week 1** Have students explore anthologies and choose poems to memorize. Read and discuss some of the poems in class. Model effective and ineffective recitation practices for students. Introduce the idea that most poems tell a “story of emotions.”

**Week 2** Have students practice the poems they selected with different partners each day. They should work on memorization and performance outside of school as well. By the end of the week, students should have their poems completely memorized and be able to recite without using a printed copy.

**Step 1:** Reserve a portion of each class for recitation practice using a lesson on *The Tone Map*:
- Listen to poems being recited with an ear to how the performer has adopted different tones of voice over the course of the performance.
- Visually mark where and when those shifts of tone occur.
- Use a rich and varied tone vocabulary from a pre-printed or teacher-created tone list to label each shift in tone, looking-up words that are unfamiliar.
- Independently practice “mapping” a poem in a precise and nuanced way.
- Write recitation instructions for a classmate on how their poem should be recited, using evidence to support why the selected tones of voice are appropriate.
Step 2: Hold practice contests.
- Divide the class into groups.
- Have one student at a time perform for the rest of the class, who act as judges.
- Determine scoring criteria. After each performance, encourage discussions about how the performer interpreted and presented the poem.

Step 3: Hold a recitation contest at the end of the week in which students recite and judge each other’s poems.

**Week 3** - Utilize an extended performance activity option by having the winners of the recitation contest prepare two or three additional poems for recitation to compete in a school-wide competition at the end of the week. Ideally, a school-wide competition would take place at an assembly, enhancing the entire student body’s exposure to poetry, and giving the contestants a larger audience.
SELECTING A TOPIC LESSON-Building a Speech

Activities for Choosing and Refining a Topic

Step 1: Follow “Teaching Notes” and “Chapter Extension” suggestions outlined in Basic Speech Experiences Teacher’s Guide and Resource Binder. Use worksheets included in Unit Addendum: “Student’s Interest Inventory” and “Narrowing a Topic.”

Step 2: Conduct research. Have students consult magazines, newspapers, or other printed materials and/or online publications or subject-based Internet indexes to search for topic ideas.

Step 3: Use teacher-modeled strategies:

- Brainstorming- Students consider the following: interests, experiences, issues of concern, organizations to which they belong, places to which they have been or about which they are curious, important life lessons, etc.
- Word Associations- Students begin with one potential topic, e.g. iTunes, animal rights, and write three or more related ideas that come to mind.
- Mind Mapping- Students write-down a word or phrase in the middle of a large sheet of paper and then surround it with words, phrases, and images representing related ideas that come to mind.

Step 4: Narrow the topic. Provide examples to show how a broad topic can be narrowed into an appropriate topic for a five-minute speech. For example: dogs; dog breeds; why Labradors make good pets. Use Unit Addendum worksheet “Narrowing a Topic.”

Step 5: Understand the importance of audience. Use the script for Abbott and Costello’s skit Who’s on First? Or have students listen to the audio version or view the video version. Discuss the communication difficulties the players’ names create. Discuss the need to understand the type of audience. Option: Have the students write advice they would give the two characters who have so much difficulty understanding one another.
RECITATION SKILLS LESSON-Building a Speech

**Activities**

1. Have students analyze the audience by developing and completing written surveys or questionnaires to gather information from an actual or hypothetical pool of respondents. Option: Use the Unit Addendum worksheet “Audience Analysis Questionnaire.”

2. Have students explore and use cross cultural surveys and national opinion polls to become familiar with the kind of information to look for when analyzing an audience; draw conclusions about diverse audiences; expand background knowledge; and gain insight into a range of attitudes that exists about a given issue.

3. Explain that the content of a speech must be influenced by the audience, the situation, and the purpose. Reinforce the idea that *how* something is said (style) is just important as *what* is said (substance). Present two different speeches on the same topic. Have students determine the audience characteristics, and rewrite one speech for a different audience.

4. Provide a list of idioms or have students use a dictionary to find five (5) or more idioms. Have students write one (1) or two (2) sentences after each idiom to make it understandable to others. Using the Unit Addendum worksheet, “Using Idioms,” have students translate idioms and write a two-person dialogue using idioms.

5. Have student create a glossary of specialized terms used in a hobby, sport, or specific career area. Ask students to identify terms that would be *jargon* for people who are not familiar with their endeavor, and write definitions in plain English so everyone can understand. Option: Use the Unit Addendum worksheet “Audience-Jargon.”
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<th>Other Activities/Assignments</th>
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<tr>
<td>1. <strong>Active Listening</strong>: Rather than speaking, students will listen to a speech which will be paused periodically, at which time they will be asked to respond to a question relating to the content of the previous section. This assignment is designed to make students aware of the integral value of active listening.</td>
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<tr>
<td>2. <strong>Art Critic</strong>: Students will be provided with a piece of abstract art. Each student will then present an interpretation of the piece to the class to demonstrate the ways in which different people both communicate and interpret information.</td>
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<tr>
<td>3. <strong>Know Your Audience</strong>: In pairs, students will present two 1-minute conversations on the same topic, first as high school peers and then as a high school student with a grandparent, to demonstrate how we alter our speech depending on our audience.</td>
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<tr>
<td>4. <strong>“Who’s on First?”</strong>: Using Abbot and Costello’s famous sketch as a model, students will develop a short sketch in pairs demonstrating a conversation in which one party is continually misunderstood by the other.</td>
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<td>5. <strong>Instant Replay</strong>: As in a sports broadcast, students will prepare and present a short scene demonstrating the communication process in small groups. They will perform it through once without interruption. Then, they will do a replay with commentary, stopping at planned moments.</td>
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<td>6. <strong>Silent Movie</strong>: Students will create a short silent-movie scene to demonstrate non-verbal communication. No vocal utterances (talking or otherwise) or use of text will be permitted. Therefore, facial expressions, hand gestures, and body movements are required to convey meaning. Use of a “silent movie soundtrack” (ie. music without lyrics) is okay. This assignment may be performed live or video recorded.</td>
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