



Podium Points

By Jennifer Erdtmann and Jennie Berman Eng, Independence School District
Secondary School/ One Period

Introduction:

Ford's Theatre has identified nine elements of effective public speaking. This lesson teaches the students those elements and helps them recognize how to use them effectively.

Learning Objectives:

Identify the roles that the verbal and physical Podium Points play in effective oral communication.

Guiding Questions:

What makes someone an effective public speaker?

Common Core Standards:

CCSS.ELA-LITERACY.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Materials:

- TeacherTube video clip of Emma Watson's 2014 *HeforShe* UN Speech
<https://www.youtube.com/watch?index=93&list=LLVcr923lgnQSviVS7z2QPdg&v=p-iFl4qhBsE>
- Podium Points handout (provided)
- "The Gettysburg Address," Abraham Lincoln, November 19, 1863 (provided)
- Podium Points Directions (cut into strips) (provided)
- Exit Tickets (provided)

Classroom Activities:

- **Lesson Activity One: Observe a well-known Speaker**
 - o Students watch Emma Watson's 2014 UN speech launching the *HeforShe* movement..
- **Lesson Activity Two: Podium Points Introduction**
 - o Podium Points are reviewed with students
- **Lesson Activity Three: Podium Points and "The Gettysburg Address"**
 - o Through reading "The Gettysburg Address" aloud twice, students work on using Podium Points effectively.

Lesson Activity One: Critique a Famous Speech and Speaker

Students watch a video of Emma Watson's *HeforShe* speech to the UN in 2014. After watching, students answer the following prompts:

- What do they notice about her eye contact?
- How would they describe her behavior overall (nervous, relaxed, confident)? Pick one or two words that you think describe this.
- What was the most memorable moment about her speech, and why?

Students discuss their reflections with a partner.

Lesson Activity Two: Podium Points Introduction

Explain to students that all speakers use their voices and bodies to communicate a message to their audience. We call these verbal and physical elements Podium Points-- things to remember when you're standing at a podium.

Distribute Podium Points handout to students. Ask individual students to read aloud one of the podium points and its definition. As a class, discuss examples of when/how each podium point may be used in real life (e.g., The tone of a speaker at a wedding may be different than at a funeral; how we emphasize different words in a sentence affects the meaning of that sentence.) Students circle the most important word in each definition. After they circle the most important word, use random calling strategies to have students share the word they picked and why.

Lesson Activity Three: Podium Points and "The Gettysburg Address"

Distribute copies of "The Gettysburg Address." Using random calling strategies, call students one by one to the front of the class to choose one of the "Podium Points Directions" strips randomly from a jar. Students read aloud their assigned lines using the directions on the strip, and the class will guess which podium point was highlighted by the student. Do this until all Directions strips have been used.

Assign each student one line to read in the class performance of "The Gettysburg Address." If the class is larger than 20 students, lines 1, 4, 6, 11, 12, 13 and 15 can be divided easily. Give students five minutes to practice their lines using the Podium Points. After those five minutes, have the students stand in a large circle to recite the entire speech.

Assessment:

To end class, students re-watch the Emma Watson clip that opened the lesson. Ask them to reconsider their warm-up responses. Now that they know elements of effective public speaking, is there anything they'd add, change or erase from their initial response? Are there things the speaker didn't do or could improve?

Ask the students to think about giving a speech, and to consider which Podium Point(s) they think will be the most challenging for them to perfect. Ask them to write down the Podium Point(s) they think they will most need to work on.



Podium Points For Public Speaking and Performance

VERBAL: PED-TV

Pace: How quickly or slowly a person speaks. Good pace is easy to understand by all members of the audience.

Emphasis: The stress placed upon certain words when speaking. Good emphasis stresses words that help make a point.

Diction: Degree of clarity and distinctness of pronunciation when speaking. Good diction includes pronouncing consonants at the beginning and ends of words. It also means the word choice of a speaker or writer, e.g. using "four score and seven years ago" rather than "87."

Tone: The emotion conveyed by the sound of the speaker's voice. Good tone is appropriate to the content and to the occasion.

Volume: How loudly or softly a person speaks. Good volume can be heard by all members of the audience.

PHYSICAL: P-PEG

Presence: The speaker's energy and connection with the audience. Does his or her presence reflect confidence? Is the speaker welcoming the audience with what he or she has to say?

Posture: How the speaker holds his or her body. It is most effective for the speaker to stand up tall, with knees relaxed and shoulders down.

Eye Contact: When a person looks directly at the audience. Good eye contact is made often, with many members of the audience.

Gestures: When a person uses motions or body movements in a speech. Good gestures are rehearsed, intentional and help emphasize a point.



The Gettysburg Address

Delivered at Gettysburg, PA, by Abraham Lincoln, November 19, 1863

1. Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty,
2. and dedicated to the proposition that all men are created equal.
3. Now we are engaged in a great civil war,
4. testing whether that nation, or any nation so conceived and so dedicated, can long endure.
5. We are met on a great battle-field of that war.
6. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.
7. It is altogether fitting and proper that we should do this.
8. But, in a larger sense, we can not dedicate –
9. we can not consecrate –
10. we can not hallow -- this ground.
11. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.
12. The world will little note, nor long remember what we say here, but it can never forget what they did here.
13. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.
14. It is rather for us to be here dedicated to the great task remaining before us –
15. that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion –
16. that we here highly resolve that these dead shall not have died in vain –
17. that this nation, under God, shall have a new birth of freedom –
18. and that government of the people,
19. by the people, for the people,
20. shall not perish from the earth.

Podium Points Exercise Directions

Cut into strips.
By Jennie Berman Eng

Read Line 5 while flailing your arms wildly.

Read Line 10 using a very sad or depressed tone.

Read Line 17 as if you've just won the lottery.

Read Line 1 and emphasize every other word.

Read Line 9 while using very poor posture and as if you are annoyed with the audience.

Mumble in a soft voice while reading Line 12.

Stare at your feet the entire time you read Line 6.

Pace back and forth and speak quickly as you read Line 15.

Read Line 7 with your back to the audience.

Name: _____

Podium Points Exit Ticket

As you watch the clip of Emma Watson's speech, re-read your warm-up responses.

1. Now that you know elements of effective public speaking, is there anything you would add, change or erase from your initial response? Please explain.

2. Are there things the speaker didn't do or could improve?

3. Think about giving a speech. What Podium Point will be the most challenging for you to perfect? Which will be the easiest?

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