

# English Language Learners-Building Civic Action Skills

## Make a Persuasive Speech or Presentation

### ELL ESOL ESL Lesson Plan

Sidney Storey-Somerville Center for Adult Learning Experiences

**High Beginner to Advanced**

#### **Estimated Lesson Time**

This contains 3 classroom activities-If you choose to do them all it could take 5-6 hours.  
The fourth activity is a field trip to the State House or your government center.

#### **Overview:**

In pursuit of civic action, students often need to make a speech or a presentation about an issue of concern. This is difficult enough in your first language. These lessons build the skills needed to successfully make a speech.

#### **Student Objectives:**

Students will develop the confidence to speak publicly.

#### **Connection to Massachusetts Curriculum Frameworks**

Strand: Navigating Systems

Standard: Develop the skills needed to act within these systems to meet their needs.

Strand: Speaking

Standard: Use a variety of strategies to acquire and convey meaning through spoken English

#### **Activity I**

**Time -1.5 hours**

Materials: Video screen with VCR or DVD

*Vocabulary*

*Persuade, Intonation, Gestures, Tips, Format, Pronunciation, Volume, Speed*

- I. Tell students they are going to watch a speech that most people think is good and that afterwards you will be asking them if they think it is a good speech and why or why not.
  - A. Together, watch Martin Luther King Speech "I Have a Dream"
  - B. Break the students into pairs. Ask them to discuss the following questions. Tell them you will ask them to report their answers to the whole class.

Why do people think it is a good speech?

What about the content was meaningful?

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Which parts mean the most to you? Why? What does MLK do that makes it so powerful?

C. Facilitate a conversation about the meaning of the speech and what MLK does to make it so powerful using the students' ideas.

D. Show the videotape again, at least in part, and ask the students to observe Martin Luther King and be prepared to respond to the questions on their handout. Pass out the handout.

1. Where does he look?

1. Does it seem like he is reading?

2. Does it seem as if it is the first time he has given the speech?

3. What do you think he did to prepare?

4. What did he wear?

5. Is it the way he says it or is it the words he uses that make it so powerful?

E. Have the pairs discuss the answers to the questions on the handout. Have them report back to the whole class. Here you can interject some ideas if the students don't have them.

1. MLK looks at the whole audience. Not at his paper, and not at one person.

2. No, it does not seem like he is reading. To give a speech that appears spontaneous, a person needs to practice and practice.

3. It definitely does not seem to be the first time. He has practiced.

4. Preparation includes decisions about where you will gesture, what your intonation will be. If the teacher can demonstrate a speech gesturing all the time without forethought; it supports the point of gesturing with forethought.

5. MLK looks good. A good speaker chooses his clothes carefully. "Any old thing" will not do.

6. It is the content, as well as the way he says the words, that makes him so powerful. MLK speaks with passion. He speaks from the heart.

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**Activity II** -1.5 hours

II. How to Make a Speech and Live to Tell About It.

A. Pairs Discussion

1. Have people in the class given speeches before? Where? Why? Where could they imagine that they might be called upon to speak or want to speak?
2. If people have done public speaking---what do they think is the best way to prepare for a speech?
  - a. Do they write it down?
  - b. How do they organize their speeches?
  - c. How much practice does it take?
  - d. What ideas do they have for writing and delivering a good speech?
3. Is anyone in class afraid to speak in front of people? What would help them become more confident ?
  - a. Preparation and practice are the best enemies of fear.

B. Tips for effective speech making

1. Know your audience.

Who are they? Why are they there? What are they interested in? How much do they already know about your subject?

2. Do your research. Know your topic.

3. Make an outline. If you use an outline you will sound spontaneous, like you are relaxed, at ease, and fresh. A suggested format is:

a. Opener

b. Message

c. Wrap-up

4. Did the speaker on the videotape use a format? What was it?

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#### C. Suggested format

1. Opener - Tell them what you are going to talk about.

"Grabber" - See if they can think of a good attention getting statement for the first sentence.

2. Message - Talk about it.

a. What do I want my audience to think, know or do as a result of my speech? Give the audience the facts you want to give them and try to relate to them. Make it personal. For example, instead of saying "twenty percent of you will....", say "one in five of you will.....".

b. tell them about the problem -why the problem needs attention

c. suggest a solution to the problem

d. talk about how much better the future will be if the problem is solved

e. ask for a suggested action

3. Wrap-up - a quick review.

Tell the audience what you really want them to remember. Try to go out with a strong last sentence.

Be certain to use lots of facts from your research in your speech.

D. Write your speech on 3x5 index cards in outline form. Why cards not paper?

1. Hands shake

2. Less between you and the audience

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E. Day of the Speech

1. While you wait to be introduced, breathe deeply. Think about the content of your speech, not yourself.
2. When you are introduced, smile, stand up, go to the front of the class, and make eye contact with several audience members.
3. Speak to several people in different parts of the room. Choose people who seem to be comfortable and interested.
4. Take questions at the end. If you do not know the answer-tell them you will get the answer to the question and get back to them. If you need to, after the end of the meeting, write the questions down and find out how to contact them.

**Activity III**

**Time-2-3 hours**

III. Make a speech for the class

**Materials:**

Video camera

Videotape

TV/monitor

Cables to connect camera and TV

1. Separate class into pairs.
2. Have each student give their speech about their issue of concern and have the other students videotape the speeches.
3. Watch the speeches on TV.
4. Have each student answer these questions after they see themselves speak:

What did I do well?

What could I have done better?

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This step is extremely important. Be certain to leave time.

1. Watch the speeches and give feedback. Either you give feedback or ask the whole class to give feedback. Sometimes I ask the student if he/she wants feedback from only me or everyone.
2. After feedback, send the student to practice. Then have each student practice in front of the whole class.

**Activity IV**

Plan a field trip to your government center to make a presentation to your elected representatives.

**Assessment:** Students give their speech with confidence to people with the power to take action on their issue of concern.

**Reflection-** Students are empowered by their ability to speak effectively in English about something important to them. They are overjoyed.

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SCALE

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