**Fish Bowl Speeches**

Ask students to consider what topics they’d like to hear classmates present spontaneous mini-speeches on. Students write topics on slips of paper to be placed in the fish bowl.

**Sample Theme-Based Topics**

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| **Citizenship**   * What changes would you like to see made in your community? * What are important qualities of a good leader? * A lot of community service organizations like shelters, soup-kitchens, and youth services are not-for-profit organizations meaning--they don’t make money. Knowing this-discuss the importance of volunteering your time and not getting paid for work to help your community. * Should it be mandatory for all students to participate in community service activities? Why or why not? * What does it mean to be a good citizen? * Is our society fair to all people? Explain your answer. * Whose role or responsibility is it to make society a better place? * If you could create an ideal society? What would it be like? * Is voting important? Why or why not? * What are some ways you could help to make decisions at AHS? * What does it mean to sacrifice? * Identify the characteristics of a bad, or ineffective, leader. | **Discovery**   * What are the characteristics of an artist? * What type of artist are you? How and what do you create? * What type of music do you listen to? Why? * What role does art play in society? * What role does art play in your life? * How can art be used to challenge beliefs? * “A writer should write with his eyes and a painter paint with his ears.” ~ [Gertrude Stein](http://www.brainyquote.com/quotes/quotes/g/gertrudest100157.html): Explain or respond to this quote. * Someone said: Good art makes people uncomfortable – this discomfort can be positive or negative. Is there truth in this statement? Why or why not – Explain. * “Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.” ~ [Scott Adams](http://www.brainyquote.com/quotes/quotes/s/scottadams104102.html) What ‘mistakes’ have you made that you have kept? * Art is expression: How do you express yourself? |
| **Leadership**   * Describe a leadership position you have held and explain why you were in that leadership position. * You are running for president of the United States. What key points would you base your campaign on? * We look to our world leaders to improve the quality of life for our citizens. Speculate what it would be like, as a world leader, to make changes to improve your country. * What characteristics distinguish a “good” leader from a “bad” leader? * If you could be the leader of anything in the world, what would you be the leader of? Explain what qualities and characteristics you possess that would make you successful in this leadership position. * Predict what our school would be like if all students assumed a leadership role with regards to their studies and overall participation in school. * What is your definition of an effective leader? * Think of those people in your life, whom you consider to be leaders, it could be a parent, a coach, a teacher, etc…. Analyze their leadership qualities. * “What lies behind us and what lies before us are small matters compared to what lies within us.” - Ralph Waldo Emerson If this statement were written about you, then how might you predict “what lies within” you? * As a teen, speculate as to how your beliefs and values may shape your leadership abilities. | **Innovation**   * What are some forms of technology you use every day to enhance your life? * If you could only have one piece of technology what would it be and why? * How is technology different today from when your parents were in school? Are there any similarities? * What characteristics do innovators share? * Who do you think is a great innovator and why? * What do you think is the greatest scientific breakthrough and why? * Innovative thinking happens all around us. How are you an innovative thinker? * Why is innovation important? * What could I use in a new way? (Paleolithic humans turned fire from a scourge into a means of cooking, heat, light, and protection.) * What could I connect in a new way? (Thomas Edison connected the light bulb to the electrical grid, leading to electrified cities.) |

**Presentation:**

* As a daily warm-up, set the expectation that two students will choose topics upon entering class.
* They will have four minutes to prepare – to gather thought, and two minutes to deliver an impromptu speech on the topic drawn from the fish bowl.
* Today’s speakers select tomorrow’s speakers.
* Use student input to establish expectations of the audience and speaker. For example, the speaker must speak on the topic chosen, and speak for the full two minutes. The audience must listen attentively and cannot interrupt the speaker.
* Ask the student to consider what “listening” looks like and to practice these attributes of listening.
* After each mini-speech, the speaker must evaluate him/herself and. Classmates should have an opportunity to evaluate the speaker too.

**Class rubric:**

* Ask the class what’s important to consider when evaluating a speaker.
* Create a rubric based on their input.
* Have students evaluate one another using their rubric.

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| **We’re paying attention to…** | **because it’s important…** | **(3) Outstanding - (2) Good - (1) Working on it** |
| eye contact | To look at the audience. |  |
| continuity | To keep going, even when nervous. |  |
| volume | To be heard by the audience. |  |
| enunciation | To pronounce words clearly to be understood. |  |
| captivation | To engage the audience so they keep listening. |  |
|  | **Out of 15 possible points, my total is…** |  |

**Public Speaking Terminology**

Student Handout 14.1 (1 of 2)

**Fluency/Continuity:** moving with ease; polished. A fluent speaker rarely stumbles through a presentation. Fluency comes from preparation and practice.

**Volume:** the degree of loudness of sound. A speaker must be heard clearly. Additionally, adjusting one’s volume is an excellent way to emphasize and deemphasize words.

**Eye Contact:** making a visual connection with individuals in audience. Speakers cannot read from papers or cards continually. The audience doesn’t feel that the speaker spoke to them. Looking at individuals garners attention and makes the presentation personal.

**Pacing:** the degree of quickness with which one delivers a speech. We often speak to quickly when we’re nervously speaking to a group. Be aware of pacing and take moments to pause and allow the audience to absorb points.

**Movement:** changing physical position. Sometimes, like when speaking from a podium, movement is limited. Often times, like when speaking from a stage, the audience will expect the speaker to move within the space. Be careful. Too much movement is distracting.

**Gesticulation:** act of making gestures or moving one’s body parts, usually arms, hands, legs, as a means of expression. Gesturing should be planned and practiced. It’s hard to gesture when holding papers or cards. Usually a speaker memorizes first.

**Facial Expression:** communicating ideas and emotions nonverbally by contorting one’s face. Sounds strange, but you can communicate that something smells bad by crinkling up your nose. Using gesture and facial expression emphasizes those points that you’re making in your speech.

**Enunciation:** clearly saying sounds and syllables in words. It is important to speak clearly and not slur or mumble words or parts of words. Being nervous or moving at a quick pace often makes us fail to enunciate the patter parts of words or phrases.

**Pronunciation:** speaking words as they are meant to be spoken. This is the tomato (tuh-may-toe), tomato (tuh-mah-toe) issue. Pronouncing words incorrectly reflects poorly on the speaker. Using colloquial pronunciation creates specific affect. Preparation prevents errors in communication.

**Audience:** the people who are listening and/or viewing a presentation or speaker. Pay attention to the audience. Know the audience and adjust the speech or presentation accordingly.

**Tone:** the expression in one’s voice generated by alternating pitch (highness and lowness). Think about an angry voice versus a happy voice. Changing tome keeps the audience engaged and suggests the speaker’s attitude toward a topic.

**Diction**: word choice. Choose vocabulary that is appropriate and understandable for the audience.

**Impromptu/Extemporaneous:** speaking or presenting with little or no preparation.

**Visual Aids:** any visible props or components of one’s presentation. Posters, charts, graphs, demonstrations, PowerPoint presentations, media clips, and overhead projections are all effective visual aids.