



TEACHER RESOURCE #4

Speaking notes

preparing effective notes to use when delivering an oral presentation

Use the following activities to systematically introduce the featured oral strategy

- Objectives:**
- Appreciate the value of preparing and using speaking notes when giving an oral presentation.
 - Learn strategies to develop effective speaking notes for various oral presentations.

Introduce the strategy

Practise the strategy

- Invite students to brainstorm the most common positive and negative comments that an audience might make after listening to a formal presentation. Prompt students to consider the qualities of a presentation that would contribute to such comments.
- Discuss how an oral presentation might be planned and presented to lead to more positive reactions and fewer negative reactions.
- Explain that identifying the purpose of the presentation and who the audience will be is the first step in preparing for an oral presentation. The following questions can provide clarification:
 - What do I want my oral presentation to accomplish?
 - Who is the audience and what do they expect?
- Divide students into pairs and distribute the *Speaking invitation cards* (Activity Sheet #4A) to each pair of students. Using a chart similar to the one below, have students identify appropriate purposes, audience characteristics, and expectations for each speaking invitation card and suggestions for key ideas that might be included in a presentation.

Speaking invitation card	Purpose of presentation	Who is the audience? What do they expect?	Potential key ideas
A1			
A2			

- Review student responses and ask students to explain the relationship between the tone of a speech and the speaker, audience, and occasion.
- Introduce the value of speaking notes when preparing for an effective oral presentation. Explain that speaking notes are a brief summary of important information to guide a speaker when delivering a presentation; they are not a copy of the entire text of a speech.
- As a class, brainstorm the key features of effective speaking notes (brief, but not too concise; captures the important ideas; sequences the presentation in a logical order). Discuss the importance of motivational and informative opening and closing statements. Suggest that the organization of a presentation should match its purpose. For example, it might be effective to list events chronologically or to focus on the 5Ws (who, what, when, where, why) when describing an incident or to provide the pros and cons when offering a persuasive presentation.
- Provide each pair of students with a copy of *Speaking notes organizer* (Activity Sheet #4B). Show students the picture of the musician ([photo #5](http://www.tc2.ca/pdf/Images/Contributing/Picture5.jpg) available at www.tc2.ca/pdf/Images/Contributing/Picture5.jpg). Ask students to pretend they took this picture. Guide them in using the chart to create effective speaking notes for a brief presentation describing the picture and their reaction to the person in the photo.

Reinforce the strategy

- Introduce Student Resource #4, *Speaking notes*. Review each of the elements: the purpose, strategies, practice sample, and self-assessment rubric. Encourage students to refer to this resource when using the strategy in the future.
- Invite students to use *Speaking notes organizer* (Activity Sheet #4B) to prepare speaking notes for a one-minute talk describing an event at school or home, or to summarize the main ideas emerging from a recent small group discussion. The purpose is to inform the audience (family or class members) as clearly as possible what took place or what was decided upon. Arrange for students to deliver their talk using their speaking notes in groups of 3-4 students. Encourage students to assess the effectiveness of their notes in helping them to deliver an interesting, timely, and focussed talk. Invite students to revise their speaking notes based on what they learned from presenting the brief talk.

Apply the strategy to everyday teaching

- If bullying is a topic you wish to investigate with your students, refer to the material on bullying in this resource and use *Speaking notes organizer* to help students prepare for an oral presentation on types of bullying on bullying perspectives.
- At appropriate times over the ensuing several weeks, ask students to use this literacy strategy in regular classroom situations, including the following:
 - introducing yourself or someone else;
 - summarizing information from a group discussion or when presenting new information;
 - defending or refuting a position or hypothesis;
 - teaching someone how to do something;
 - telling about an experience.

Assessment

- Encourage students to refer to the rubric found in *Student Resource #4* when self-assessing their use of this literacy strategy:
 - Allow students opportunities to apply the strategy two or three times without evaluation.
 - Guide students in interpreting and using the rubric to assess their own responses.
 - Encourage students to use the rubric whenever they use this strategy.
- To use the rubric for teacher evaluation of student work, remove the first person (student) reference from each descriptor.

Speaking invitation cards

You have been asked to introduce a speaker at a teacher's conference.

1

You have been asked to explain to the school board why funding for your school sports team should not be cut.

6

You are asked to explain to the city council why a skateboard park should be developed in your neighbourhood.

2

You are running for student council and must make a campaign speech.

7

You are giving a tour of your school to a group who is taking part in a 20-year school reunion.

3

On a school exchange experience in Norway, you must talk about Canada to your student hosts.

8

You have received a community service award and must give an acceptance speech.

4

You have been asked to make a speech at a going away party for your best friend.

9

You are asked to make a speech about your grandmother at a family reunion.

5

You witnessed an assault and must tell what you saw to a judge in court.

10

Speaking notes organizer

Complete speaking notes that would help you make an oral presentation.

Purpose of talk: _____ Length of talk: _____

Audience expectations: _____

Theme/title or main idea: _____

Notes	Helpful examples/details
Opening statement:	
Main points:	
Conclusion:	

Speaking notes

preparing effective speaking notes
for an oral presentation



Purpose

This strategy helps me ensure that my oral presentations are well organized, includes the main ideas and interesting details I hope to talk about, and that I do not simply read from a text.

For a sample use of the strategy, see the page after next.

APPLY

the strategy

- Identify the purpose of the oral presentation: Why are you speaking? To inform, to entertain, to convince?
- Think of the audience's expectations or wishes: Who are you speaking to? Your peers, your teachers, strangers? What will they want from your presentation (that it is brief, contains humour, includes specific details or examples)?
- List the key topics or points you will mention in your presentation. Consider whether these are appropriate for the desired length of your presentation. Have you included too few or too many ideas?
- Organize your presentation: How you will introduce your topic? In what order will you present your key and supporting ideas? How will you conclude your talk?
- Think of a few ways to make your presentation clear and interesting—perhaps mention a few examples or unusual features.
- If appropriate, select pictures or objects to help communicate the main ideas of your presentation.
- Prepare speaking notes for a brief presentation describing the person in this picture and your reaction to him.



Assessing my use of "Speaking notes"

Accomplished	Good	Basic	Struggling
Captures the important points briefly and clearly:			
I capture all of the important points briefly and clearly.	I capture most of the important points fairly and clearly.	I capture a few important points somewhat briefly and clearly.	I capture one or two important points but do not do so briefly and clearly.
Noted ideas fit the available time:			
I am very confident that all of my ideas will fill the available time.	I suspect my ideas may be a bit long or short for the available time.	I am quite sure that my ideas will be a bit long or short for the available time.	I know that my ideas will take much longer than the available time to present.
Includes helpful examples or details:			
Whenever appropriate, I offer very insightful examples and details.	I mention several helpful examples or details.	I mention one or two examples or details but I am not sure if they are very helpful.	I need help thinking of any helpful examples or details.
Provides appropriate opening, well-organized body, and effective conclusion:			
I have a very effective opening, a well-organized body, and a strong conclusion.	I have an appropriate opening, a fairly well-organized body, and an effective conclusion.	I have an opening, a somewhat organized body, and a fairly effective conclusion.	I need help creating more effective opening and concluding sections and assistance in organizing the body of the presentation.

SAMPLE

use of the strategy

Prepare peaking notes for a very short presentation describing the contents of this photograph.



Purpose: describe the person in the picture and your thoughts about the person

Length: 30 seconds to 1 minute

Audience expectations: to know what is happening in the picture and understand your thinking about the person in the picture

Theme/title or main idea: busking

Notes	Key examples / details
Opening statement: Have you ever seen someone who made you curious?	
Main Points: Where: seawall; summer	
Who: a tall, unusual looking musician, busker, Rastafarian appearance, well dressed, not begging	hair - perfect dreads, well kept, shoulder length hat - colourful, handmade cap - well-dressed face - sunglasses - white teeth - dark skin - short beard, moustache
What: playing drums, singing, selling CDs	
Why is he busking? entertain; make money; have fun	seems happy; looks like he is having a good time
Feelings: him: relaxed, happy me: curious, envious	wondered who he is and how he got here; how we are different but might be the same
Conclusion: left me wondering about the life behind the picture	