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Writing

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## On Public Speaking

Public speaking, even at an early age, helps students organize their thoughts to speak confidently in front of groups, and practice controlling the movements of their bodies. In his book, *Blended Structure and Style*, Dr. Webster explains the four stages of public speaking:

**Stage 1:** In this initial stage students verbally create sentences from their key word outlines, which they have written on a cue card or index card. Use a small podium or music stand. Instruct students to:

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1. Speak clearly.
  2. Lightly grip the podium with both hands.
  3. Stand still with feet shoulder width apart and one foot slightly ahead of the other.
  4. Look at the cue card, then look at the class and speak the line. Never speak while looking at the cue card. The rule is look, speak, look, speak.
  5. Monitor a class critique, assessing the four points only.

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**Stage 2:** This stage introduces movement during the speech and should be introduced toward the end of Unit 3 or beginning of Unit 4.

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1. Copy the key word outlines on larger cue cards.
  2. The student stands at the podium to give the title of his story and his name, then walks about a meter to the right and looks diagonally across his audience to speak the first paragraph.
  3. Walking back to the podium for the second paragraph, the speaker moves a meter to the left for the third paragraph and back to the podium for his final clincher. The sequence is walk and check notes at the same time, then speak. Walk and check, then speak. They should talk while they walk. The objective is movement that enhances but does not interfere with delivery.
  4. Consider instructing the students on introductions such as, “Teacher and fellow students ...” or “Welcome honored guests, principal, and parents ...” You might also consider training others to introduce the speaker.

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**Stage 3:** The focus shifts from presentation to content, usually in Unit 6. Having learned the general delivery techniques, students can now focus on the process of researching.

Their speeches are not only about their topics, but how they obtained their information. This is essential because too many students use the Internet exclusively, while other resources lie untapped.

**Stage 4:** This stage is for exploring the different media avenues available today. From a radio advertisement to a PowerPoint presentation, students should learn how technology enhances but does not replace the basic skills needed for a meaningful speech.