

## Teacher Overview

**S**peak Out Cards afford students the opportunity to practice standing in front of others and speaking extemporaneously. There is little risk but high return for the students during this activity.

Speak Out Cards contain easy, medium, and hard questions or statement starters that can be randomized. It is truly up to you how you use them in your class. This lesson will provide you with some ideas.

## When to Use This Lesson

Speak Out Cards can be used throughout the school year. It is a good idea to start using them at the beginning to get students accustomed to speaking in front of people. Students do not need any prior knowledge to be successful at Speak Out Cards.

## Time

You can use as much or as little time as you would like.

You can do Speak Out Cards for the first 15 minutes of class. You can do a certain number of students each day. You can do it until each student has gone once. It just depends on what you would like to do and the amount of time you have available.



## FOUNDATIONAL VALUES

- > Responsibility
- > Passion
- > Sound Judgment
- > Be Principled

## MATERIALS

- > Speak Out Cards
- > Timer
- > YE currency

## LEARNING OBJECTIVES

Principled Entrepreneurship LO 6d

## BEFORE CLASS PREPARATION

Before class, decide how you want to approach the use of Speak Out Cards in your classroom. Some options follow:

### What cards to use

- > Start easy: The first time you do Speak Out Cards, only use the easy ones. This will give your kids a chance to ease into them. As you move throughout the first month or two of the class, you can add in the medium and hard cards.
- > Let them choose: Offer two or three different levels of difficulty. If the kids want to do the harder ones, let them try.

### Who will Speak Out

- Each student can Speak Out once.
- You can randomly select students.
- Ask for volunteers.

### How long will they Speak Out

- A good way to do this is as follows
- Easy = 30 seconds
  - Medium = 60 seconds
  - Hard = 90 seconds

### How to pay them for Speaking Out

- A suggestion on how to do this:
- Easy = 5 YE dollars
  - Medium = 10 YE dollars
  - Hard = 15 YE dollars

## ACTIVITY DIRECTIONS

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- > Begin by explaining to students that the YE program involves “pitching” business ideas/models. A “pitch” is a short persuasive explanation of a business idea/model. In order to prepare them for their pitch, we are going to practice speaking in front of people in a variety of ways throughout the year. One of those ways is using Speak Out Cards.
- > Speak Out Cards come in three levels: easy, medium, and hard. A student will draw a Speak Out Card (level of card will be based on how you have decided to approach the activity). The student will then “speak out” based on what the card says.
- > Let them know how you will decide who will speak out, if you will be doing all three levels, how long they will be expected to speak, and how you will be incentivizing them.
- > You will also want to tell them what things you will be looking for while they are speaking out. For instance; the first time you do Speak Out Cards, you may only be expecting that they speak for the entire time allotted. As they get more comfortable you might start expecting them to speak louder and more clearly, make more eye contact, have a better introduction and conclusion, etc.
- > Get started by taking a card yourself and giving the classroom an example of what to expect.
- > Now...Speak Out! Select your first student. Have them select their Speak Out Card. When they start speaking, start the timer. When they are done, pay them.
- > Repeat the last step!

## ACTIVITY DEBRIEF

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- > What did I do well while I was speaking?
  - Did I stay on topic?
  - Did I speak clearly?
  - Did I make eye contact?
- > What are some things I need to work on while I am speaking?
  - Did I mumble?
  - Did I stare at the floor?
  - Did I say um and like too much?
  - Was I too quiet?
  - Did I fidget, sway, etc.?
- > Were we, the audience, respectful of those speaking?
  - We were attentive to the speaker?
  - Were we on our phones?
  - Were we talking?

### NOTES

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