

## 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 a variation that allows students to practice humility while embracing feedback.

## When to Use This Lesson

Speak Out - Speak Back can be used throughout the school year. It is a good idea to start allowing students to provide feedback early in the year to get students accustomed to giving and receiving feedback. Students do not need any prior knowledge to be successful at Speak Out - Speak Back.

## Time

You can do Speak Out - Speak Back for the first or last 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 really just depends on what you would like to do and the amount of time you have available.



## BEFORE CLASS PREPARATION

Before using Speak Out - Speak Back in your classroom you should review the Speak Out cards. There might be some cards you do not want to use for a Speak Out - Speak Back session depending on your class/student makeup. As your students become more comfortable with one another and the process you might consider adding those cards back into the deck for your Speak Out - Speak Back sessions.

## LEARNING OBJECTIVES

- > Principled Entrepreneurship LO 6d

## FOUNDATIONAL VALUES

- > Responsibility
- > Passion
- > Opportunity
- > Be Principled

## MATERIALS

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

## ACTIVITY INTRODUCTION/DIRECTIONS

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- > Begin by explaining to students that a “pitch” is a short persuasive explanation which may or may not include questions and feedback. In order to prepare them for pitching 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.
- > Explain Speak Out Cards. Speak Out Cards contain questions and speaking prompts. The cards come in three levels: easy, medium, and hard. Let students know 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.
- > Who will Speak Out
  - Each student can Speak Out once.
  - You can randomly select students.
  - Ask for volunteers and reward them!
- > Which cards should you use — suggestion:
  - 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.
- > 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 — an easy way to do this is as follows
  - Easy = 5 YE dollars
  - Medium = 10 YE dollars
  - Hard = 15 YE dollars
- > 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.
- > At this time, you can do one yourself as an example so the students know what to expect.
- > The Speak Back part comes in the form of the students who are not selected to Speak Out giving feedback.
  - Make sure you discuss what is appropriate feedback. It is always a good idea to remind students that different circumstances require different behaviors and language. YE is a professional environment so the behavior and language should be professional.
  - The feedback can be in the form of a critique. For example, “I could not hear or understand what you were saying. Next time try to speak louder and more clearly.”
  - It could be a question asking for clarification. For example, “You said your favorite thing to do is play Quidditch. I don’t know what that is. Can you explain it to me?”
  - The Speak Back could also be a compliment. “Thank you so much for sharing such a nice memory with us. It was very brave.”

- Now...Play! Select your first student. Have them select their Speak Out Card. When they start speaking, start the timer. When they are done, allow a couple students to give feedback. Pay the student who Spoke Out and those that Spoke Back!
- > Repeat!

## ACTIVITY DEBRIEF

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- > Did we, the speakers, demonstrate humility when we received feedback from our audience?
  - Did we humbly accept their criticisms?
  - Did we have appropriate dialogue with the audience when they Spoke Back?
  - Did we respect their feedback?
- > Did we provide appropriate feedback?
  - Were our critiques constructive?
  - Were we respectful?
  - Did we respond appropriately to the type of pitch that was given?
- > Were we, the audience, respectful of those speaking?
  - Were we attentive to the speaker?
  - Were we on our phones?
  - Were we talking?

### NOTES

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