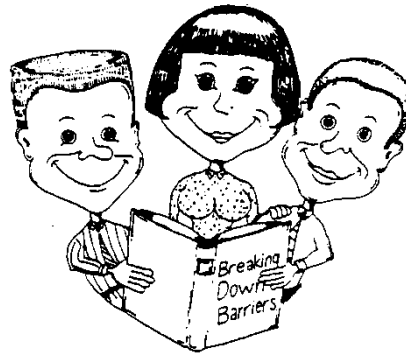


BREAKING DOWN BARRIERS: HOW TO DO IEs SAMPLE The Teacher Materials



**Prepared by
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BREAKING DOWN BARRIERS: HOW TO DO IES SAMPLE TEACHER MATERIALS

By Jim Hanson

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INTRODUCTION, BDB: HOW TO DO IES TEACHER'S MATERIALS

Welcome to Breaking Down Barriers: The Teacher's Materials. The goal of this section is to introduce you to the basic approach of Breaking Down Barriers. Unlike most other textbooks and previous approaches to teaching individual events, Breaking Down Barriers makes a conscious effort to avoid confusing beginners with big, blobby chapters in the beginning about processes and theories of speaking. Instead, Breaking Down Barriers believes the best way to teach beginners how to speak is to get them speaking as soon as possible. As a result, the book begins with a short introductory chapter (chapter 1) that lays out the differing events in which students can compete. Then, students learn how to give impromptu, extemp, and platform speeches. Each of these chapters is designed to give students the basic tools to present a speech as soon as possible. Then, each chapter follows that with a multitude of advanced tips to make their speeches and speaking better. After those chapters, students are given all kinds of ideas for help and for advancing their skills in content, research, and delivery. Students interested in interpretation events receive an entire chapter covering all of the basics and then advanced material. The last two chapters cover the ins and outs of tournaments and adapting to judges.

INDIVIDUAL EVENTS COURSE SYLLABUS

TEXT

Breaking Down Barriers: How to do Individual Events by Jim Hanson (West Coast Publishing, July, 2003).

COURSE DESCRIPTION AND GOALS

This is a course focused on individual event speaking with the goal to make you a more effective communicator whose presentations have strong content and are well delivered.

MAJOR ASSIGNMENTS

1. IMPROMPTU SPEECH

You will have six minutes to prepare and present a speech on one of three topics that you will be given.

2. EXTEMPORANEOUS SPEECH

You will prepare "files" containing articles addressing three questions for the team's extemp tubs.

You will be given an evening to prepare a seven minute speech on one of the three questions that you have prepared.

3. PLATFORM SPEECH (EXPOS, ORATORY, OR AFTER DINNER SPEAKING)

You will select a topic, prepare an outline, prepare a manuscript, and then deliver your presentation for an eight minute expos, oratory, or after dinner speech.

4. INTERPRETATION PERFORMANCE

You will "cut" material from a play, prose, and/or poetry for an interpretation performance. You will add an introduction, practice and perform your piece(s) for eight minutes.

5. POLISHED VERSIONS OF TWO SPEECHES

You will take two of the above four speeches/performances. You will prepare, practice, and then present full polished versions of those two speeches.

GRADING

Each of the first four speeches counts for 50 points. Your polished speeches count for 100 points each. Hence, there are a total of 300 points. The grading scale is:

A 280	B+ 260	C+ 230	D+ 200	F
below 180				
A- 270	B 250	C 220	D 190	
	B- 240	C- 210	D- 180	

ASSIGNMENT RESPONSIBILITIES

Due to the volume of paperwork generated in the course, outlines and papers need to be turned in on time.

1. **EXTEMP FILES** Extemp files answering your three questions are due on the day noted in the syllabus.
2. **FOR PLATFORM AND INTERPRETATION SPEECHS: ROUGH DRAFT OUTLINES/CUTTINGS. YOU MUST TURN IN A LEGIBLE ROUGH DRAFT TO ME ON THE DAY THEY ARE DUE.** I will review it and return to you the next class session. ROUGH DRAFTS MUST BE EVALUATED AND RETURNED TO YOU BEFORE YOUR SPEECH TO RECEIVE CREDIT. ANY LATE ROUGH DRAFT RISKS LOSING ALL POINTS AND, DEFINITELY, **ANY ROUGH DRAFT TURNED IN TWO OR FEWER SCHOOL DAYS BEFORE YOU SPEAK WILL NOT COUNT.**
3. **FINAL MANUSCRIPTS FOR PLATFORM AND INTERPRETATION PRESENTATIONS** The manuscript is extremely important because it represents the quality of the speech you are prepared to give. **ON THE DAY OF YOUR SPEECH, YOU ARE REQUIRED TO TURN IN THE ROUGH DRAFT AND A FINAL, POLISHED MANUSCRIPT** which conforms to the standards established in class. Late speech manuscripts will lose 2 points each class day they are late.
4. **SPEAKING ON SCHEDULE** You will have the opportunity to sign up to speak on a day you want. Should you need to change a speech date, you may trade slots with your classmates, but **NO LATE SPEECHES OR MAKEUPS WILL BE GIVEN. I MUST BE NOTIFIED IN ADVANCE OF ANY TRADED SPEAKING DAYS OR EXTREME CIRCUMSTANCES** making it impossible to deliver a speech. Failure to deliver a speech on the date assigned will result in a zero grade for the assignment.

ADDITIONAL STUDENT RESPONSIBILITIES

1. **TIMELINESS** You need to be in the classroom on time in order to insure that we start on time thereby giving every speaker a full opportunity to speak. In addition, coming to class on time avoids interrupting speakers. I will talk with students who are late more than once or twice.
2. **CLASS PARTICIPATION** You are expected to participate in class discussions. Your involvement increases the critical and reflective thinking necessary to make this class as educationally fulfilling as it can be.
3. **SELF CRITIQUES** You will be required to turn in a self critique for every graded speech. Using the "Goal Sheet," which I will hand out, you should state what you did well in your speech and how you will improve. Your critique will be based on your preparation, presentation and a review of a videotape of your speech. Turn in your self critique **WITHIN 2 SCHOOL DAYS AFTER YOU HAVE GIVEN YOUR SPEECH.** After 2 days, your grade will be reduced two points for each day late. I will not return your graded critique until I have received your self evaluation.
4. **PEER CRITIQUES** You will question and evaluate the speeches of your peers. As a speaker, you will receive two peer critiques after your speeches.
5. **WORKSHEETS** Periodically, you will have assignments. You need to complete and turn these in so that your work can be evaluated to help you make needed improvements in your speeches and papers.

EXAMPLE SCHEDULE FOR INDIVIDUAL EVENTS COURSE

The course is setup for 24 students

Day	Before Class	During Class:
1.		Introduction to Class
2.	Read Chapter 1, Introduction to IEs Finish Goal Sheet Part 1	Introduction to Individual Events you can do Preparing a Speech, Part I-Choose Topic
3.		Preparing a Speech, Part II -Write Thesis, Make Points Turn In Your Goal Sheet
4.		Preparing a Speech, Part III -Support your Points
5.	Be Ready To Sign-Up For Impromptu Speeches	Preparing a Speech, Part IV -Intros & Conclusions -Delivery Sign-Up For Impromptu Speeches
6.		Critiquing Watching an example speech
7.	Read Chapter 2, Impromptu Speaking	Impromptu Speaking, The Key Steps
8.		Impromptu Practice
9.	BE READY TO SPEAK	Impromptu Speeches
10.	BE READY TO SPEAK	Impromptu Speeches
11.	BE READY TO SPEAK	Impromptu Speeches
12.	BE READY TO SPEAK	Impromptu Speeches
13.	READ Chapter 3, Extemporaneous Speaking Be Ready To Sign-Up For Extemp Speeches	How to do an Extemp Speech, The Key Steps Sign-Up for Extemp Research Assignments on 3 questions Sign-Up for Extemp Speeches Give the class 3 questions
14.	Prepare a Practice Extemp Speech	Practice Present Extemp Speeches in small groups
15.		How to do Extemp Research and Filing Give the class 3 questions
16.	Prepare a Second Practice Extemp Speech	Practice Present Extemp Speeches in small groups
17.	BE READY TO SPEAK	Present Extemp Speeches (turn in assignment)
18.	BE READY TO SPEAK	Present Extemp Speeches (turn in assignment)
19.	BE READY TO SPEAK	Present Extemp Speeches (turn in assignment)
20.	BE READY TO SPEAK	Present Extemp Speeches (turn in assignment)
21.	Read Chapter 4, Platform Speaking Be Ready To Sign-Up For Extemp Speeches	How to do a Platform Speech, The Key Steps Sign-Up For Platform Speeches
22.		Class work on Platform Speech
23.		Class work on Platform Speech
24.	Prepare outline	Practice platform speech
25.		Fix platform speeches
26.		Memorize platform speeches
27.	BE READY TO SPEAK	Platform Speeches
28.	BE READY TO SPEAK	Platform Speeches

Day	Before Class	During Class:
29.	BE READY TO SPEAK	Platform Speeches
30.	BE READY TO SPEAK	Platform Speeches
31.	Read Chapter 8, Interpretation Be Ready To Sign-Up For Interp Performances	Preparing an Interpretation Pt. 1 Be Ready To Sign-Up For Interp Performances
32.		Preparing an Interpretation Pt. 2
33.	Get pieces for your interpretation	Cutting pieces
34.	Practice your interpretation	Practice Interp Performances
35.	Practice your interpretation	Practice Interp Performances
36.	BE READY TO PERFORM	Perform your Interp
37.	BE READY TO PERFORM	Perform your Interp
38.	BE READY TO PERFORM	Perform your Interp
39.	BE READY TO PERFORM	Perform your Interp
40.	Revise first polished speech	Work on speeches
41.	Revise first polished speech	Work on speeches
42.	Practice your first polished speech	Practice present your first polished speech
43.	Practice your first polished speech	Practice present your first polished speech
44.	BE READY TO SPEAK	Polished Speech #1
45.	BE READY TO SPEAK	Polished Speech #1
46.	BE READY TO SPEAK	Polished Speech #1
47.	BE READY TO SPEAK	Polished Speech #1
48.	Revise second polished speech	Work on speeches
49.	Revise second polished speech	Work on speeches
50.	Practice your second polished speech	Practice present your second polished speech
51.	Practice your second polished speech	Practice present your second polished speech
52.	BE READY TO SPEAK	Polished Speech #2
53.	BE READY TO SPEAK	Polished Speech #2
54.	BE READY TO SPEAK	Polished Speech #2
55.	BE READY TO SPEAK	Polished Speech #2

INTRODUCTION TO THE CLASS

MATERIALS:

1. Class Syllabus (one for each student in class)
2. Class Schedule (one for each student in class)
3. Enough People Bingo Sheets (one for each student in class)
4. Goal Sheets (one for each student in class)

CLASS PRESENTATION:

1. INTRODUCE YOURSELF.

Tell who you are, why you find speaking/performing interesting, what your goals are, etc.

2. REVIEW THE COURSE.

Handout syllabus and schedule. Tell students what you expect. Make it very clear that this class is not like other classes. Students must work on their own much more than in other classes and the class requires a lot of work.

3. QUICK LECTURE:

I. WHAT ARE THE BENEFITS OF INDIVIDUAL EVENTS?

STORY: Tell them stories of speakers you have seen and students you have seen become successful.

WORKING EXAMPLE: Have students generate a list of benefits of public speaking and performance. Add ones that you feel they are missing. Examples of benefits include:

- A. LEARN HOW TO SPEAK BETTER
- B. FUN
- C. COMPETITION
- D. DISCUSS INTERESTING ISSUES

4. Students should MEET EACH OTHER.

I suggest "People Bingo." To play People Bingo, handout a sheet with five row and five columns that make twenty five boxes of different activities or characteristics of people. The first student to find twenty five other students with those characteristics or who engage in those activities wins.

II. THE KINDS OF INDIVIDUAL EVENTS YOU CAN DO

- A. IMPROMPTU
- B. EXTEMP
- C. PLATFORM: Expos, Oratory, ADS
- D. INTERPRETATION: State the types of interpretation that they can do in your area.

HANDOUT GOAL SHEETS TO STUDENTS

CHOOSING YOUR TOPIC, THESIS & POINTS

BEFORE CLASS

THE TOPIC FINDERS SHEET

PRINT THE LIST OF TOPIC AREAS SHEET

Bring Attendance Sheet to Class

Check attendance

DURING CLASS

BEGINNING THE 6 STEP PROCESS OF PREPARING A SPEECH

STEP 1: CHOOSE A TOPIC

- A. For some events, you will be given a list of topics to choose from. For other events, you pick the topic.
- B. Choose a socially significant topic--remind them, they create the significance
- C. Helpful tips for choosing a topic
 - 1. Use the Topic Finders Sheet

Handout the Topic Finders sheet

- 2. Go Read
- 3. Talk to Friends
- 4. See me, your teacher, for ideas

ACTIVITY: HAVE THE CLASS CHOOSE A SPEECH TOPIC.

I ask the class members to raise their hands and provide topic ideas. I write them up on the board. After I get about 15 topics, I have the students vote for their three favorite. From that vote, I narrow it down to maybe 5 to 8 topics. I take another vote with students getting their two favorites. I narrow it down at that point to 2 to 4 topics. Students get one vote and that becomes the topic for the in-class speech that you prepare throughout this lecture.

STEP 2: MAKE A THESIS

- A. The main point of a speech
 - Give an example thesis
- B. Make sure your thesis
 - 1. makes a point in a concise, complete sentence
 - 2. makes a specific point
 - 3. makes a newsworthy point
 - 4. meets the speech's requirements (informative for informative speeches, etc.)
 - a. Impromptu: addresses the quotation, word, question, etc. that you are given
 - b. Extemporaneous: addresses the question you have chosen
 - c. Platform Speeches
 - 1. Informative/Expos: Explains a person, place, process, or thing.
 - 2. Persuasive/Oratory: Offers your opinion on a subject: X is good/bad; Y is ethical/unethical; We should/should not do Z.
 - 3. After Dinner Speaking/Speech to Entertain: Offers your opinion but is mostly a description/examples of a problem presented in a humorous manner.
 - d. Interpretation Speech: These speeches are a bit different but you will need to identify a theme that reflects the socially important message that the literature expresses.

ACTIVITY: HAVE THE CLASS WRITE A THESIS STATEMENT USING THE ABOVE STANDARDS. I ask class members to raise their hands and provide a thesis statement. I write whatever they say on the board. After I get about 10 theses, I go through them and offer comments on how they could be improved to be complete sentences, clearer, more specific or interesting, etc. Then, I do another vote and have the class pick one thesis.

STEP 3: MAKE POINTS THAT SUPPORT YOUR THESIS

- A. Relevant to your thesis
- B. Clear and concise
- C. Different from each other
- D. Meet speech requirements (informative points for informative speeches)
- E. Thematic! Chronology, 3 main reasons, 5 step process

ACTIVITY: HAVE CLASS CHOOSE POINTS USING THE ABOVE STANDARDS.

I have the class split into groups of 3 to 5 students. In their groups, they come up with 2 to 4 main points to support the thesis statement. I give them 5 minutes to do this. After that, I call on a spokesperson for each group to present their main points. I comment on the points each spokesperson presents, praising good aspects and encouraging various improvements (clarity, thematic points, avoiding repetition, directly addressing the thesis, etc.)

AT THE END OF CLASS: COLLECT THE GOAL SHEET