

LESSON ONE: INTRODUCTION TO PROJECT SOAPBOX

Overview: The purpose of this lesson is for students to identify qualities of a good speech and explore an issue that matters to them.

Student Objectives:

- Define soapbox
- Practice public speaking
- Determine qualities of good and bad speeches

Vocabulary:

- soapbox

Materials:

- Soapbox image overhead
- Computer with Internet, speakers, and LCD
- Evaluating Speeches worksheet
- Project Soapbox Speech Rubric



Note: Project Soapbox was created to be able to stand alone as a one-week public speaking curriculum. Many teachers prefer to spend two weeks so that they can give students ample time to develop, refine, and practice their speeches. If you are implementing Issues to Action in an after-school club, you may want to abbreviate the process.

BELL-RINGER: What's a soapbox? (5 minutes)

Project the Soapbox Image on an overhead and have students answer the three questions in their journals.

BEFORE: Introduction to the week (5–10 minutes)

Review questions from the bell-ringer, pointing out that the speaker is impassioned and getting some response from members of the crowd. Explain that soapbox speeches have been made since the late 19th century and provide a working definition of soapbox as:



soapbox: a raised platform on which one stands to make an impromptu speech, often about a political subject

Explain that in this unit, students will each write a speech to answer the question, “What is the most important issue facing your community?” Students will learn how to develop and deliver this speech and then present their speeches to judges at the end of the unit in a competition. Explain that the objective is for students to improve their public speaking, an important academic and activist skill.

DURING: What makes a great speech? (15 minutes)

Ask students to brainstorm what makes a great speech and what makes a bad speech and chart answers on a T-chart on the board. Transition from the qualities identified by students to the qualities of good speech as identified on the Project Soapbox Speech Rubric. Distribute a rubric to each student and very quickly run through the main ideas.

Distribute the Evaluating Speeches: Identifying the Qualities of a Good Speech worksheet and explain to students that they will use the qualities discussed in class and those on the rubric to help evaluate if a speech is good or bad and why. Play a few excerpts of speeches on the Internet. We recommend using examples of good and bad speeches (but not telling students ahead of time). Here are a few recommended speeches you can choose from (or use others):

Examples of poor speeches:

- Phil Davison's speech for Stark County Treasurer in Ohio is aggressive and angry. (www.youtube.com/watch?v=IMgyi57s-A4)
- The assignment for speech class was to give a bad speech. This young man does his best to deliver a pretty bad speech. (www.youtube.com/watch?v=bTKuyk5A7wQ)

Examples of good speeches:

- Mikva Challenge Project Soapbox finalists (www.actioncivics.org/project-soapbox)
- Erica Williams—young speaker representing Campus Progress at 2009 State of the Black Union Conference (www.youtube.com/watch?v=ojO-4zvULaM&feature=relmfu; start one minute in)

AFTER: Instant speech challenge (15 minutes)

Explain that part of making good speeches is speaking confidently. Explain to students that confidence can be gained through practice. In order to kick off the practice, have students participate in an instant speech challenge. Have students select an Instant Speech Topics card and make a 30–60 second speech on the topic they select. You should model this for them by randomly selecting a card and giving an impromptu speech.

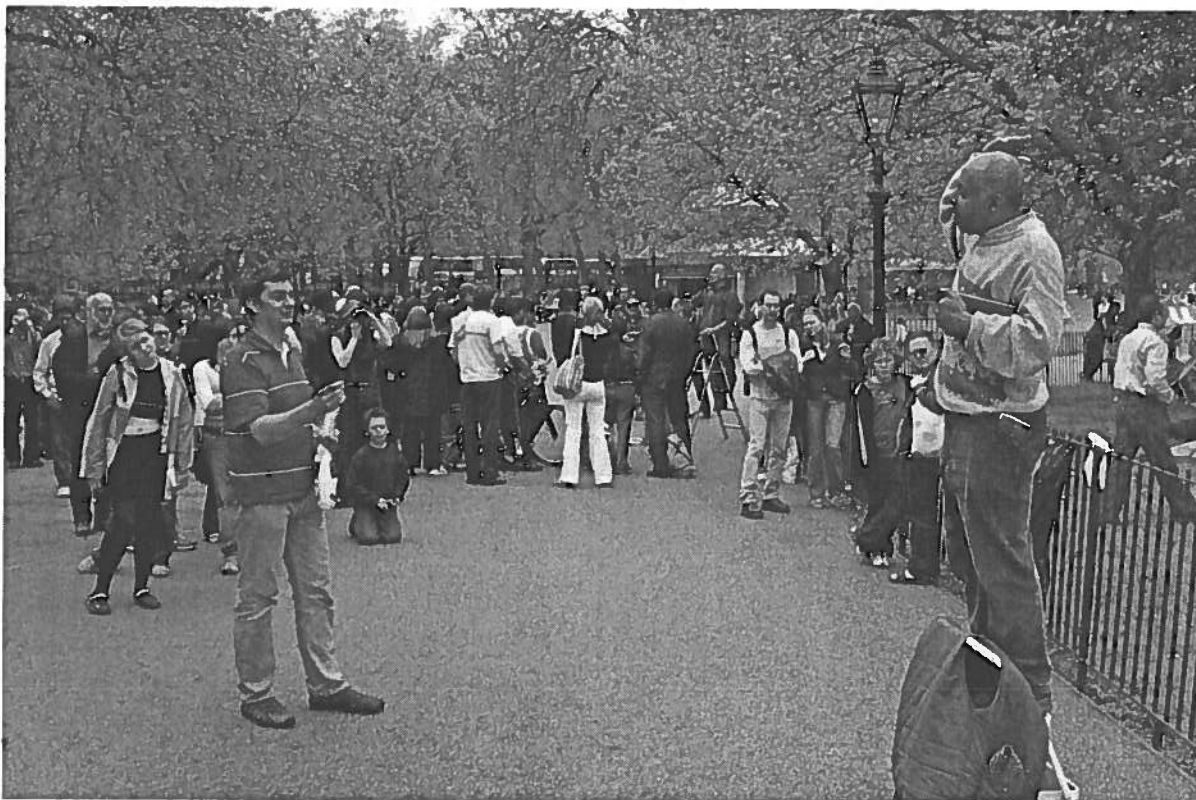


Note: You may also choose to pick 3 or 4 students each day over the next few days to do the instant speech challenge (randomly pick their names from a hat) to break it up.

CLOSER: Explain homework (3 minutes)

Remind students that what helps someone give a good speech is when they care about the topic. Explain to students that now it is their turn to think about something that they really care about for their topic of their soapbox speech.

Soapbox Image



1. What is happening in this image? Write at least three actions you see taking place.
2. What's the mood of the people in the image? How do you know this?
3. Why do you think the man is standing on a ladder?

Project Soapbox Speech Rubric

Student Name: _____ Topic: _____

Circle the descriptor in each row that best describes the student's speech performance.

	Exceeds Standard (4)	Meets Standard (3)	Nears Standard (2)	Needs Work (1)
Content of Speech	Explains the problem clearly and coherently	Explains the problem clearly	Explains the problem minimally	Explains the problem in a manner that is broad and/or unclear
	Provides abundant and varied evidence to support the significance of the problem	Provides evidence of why the problem is significant	Provides little evidence of why the problem is significant	Provides no evidence of why this issue is a problem
	Contains a passionate call to action	Contains a call to action	Contains a minimal call to action	Lacks any call to action
Structure and Style	Includes a unique opener and closer that catch the audience's attention	Includes an effective opener and closer	Includes a basic opener and/or closer	Lacks opener and/or closer
	Incorporates a number or rhetorical devices effectively (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration)	Incorporates a rhetorical device effectively (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration)	Attempts to incorporate a rhetorical device (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration)	Does not use a rhetorical device (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration)
	The message of the speech is enhanced by exemplary organization and focus	Speech is well organized, focused, and easy to follow	Speech is mostly well organized and focused	Speech lacks organization and focus
Delivery	Presents speech clearly and with authority	Presents speech clearly (rather than reading it)	Partially presents, partially reads speech	Reads speech
	Masterfully uses tone, speed, pacing, and volume as tools	Effectively uses tone, speed, pacing, and volume as tools	Uses tone, speed, pacing, OR volume as tools	Uses tone, speed, pacing, and/or volume ineffectively so it distracts/detracts from speech
	Body language enhances the message of the speech	Maintains good body language (eye contact, gesture, stance)	Mostly maintains good body language (eye contact, gesture, stance)	Body language is distracting (eye contact, gesture, stance)
	Is expressive and demonstrates passion for the topic	Is expressive and demonstrates interest in the topic	Demonstrates interest in the topic	Does not demonstrate interest in topic, or expressiveness is inappropriate (e.g., aggressive, silly, etc.)

Total: _____

Comments:

Name: _____

Date: _____

Evaluating Speeches: Identifying the Qualities of a Good Speech

Speaker: _____

Speech title: _____

What does the speaker do well?

What does the speaker do poorly?

Speaker: _____

Speech title: _____

What does the speaker do well?

What does the speaker do poorly?

Instant Speech Topics

Cafeteria food	Dances
Best class	Friends
Worst class	Family
Video games	Movies
Sports teams	Pets
Teachers	Homework
Rappers	Ice cream
Obama	Hot chips
Celebrities	Bad boy/girlfriend
Reading	Gossip
Good date	Haters

LESSON TWO: STRUCTURING A SPEECH

Overview: The purpose of this lesson is for students to structure their speeches around defining a problem and issuing a call to action.

Student Objectives:

- Write a rough draft of a speech
- Practice speech with peers
- Identify and explain problems and calls to action in speeches

Vocabulary:

- rhetoric

Materials:

- Speech text
- Examining the Structure of a Speech
- Optional: computer with Internet, speakers, and LCD projector
- Project Soapbox Rough Draft Guide

Assessment:

- Rough draft of speech

✓ **Before class begins:** Prepare by printing an excerpt from one (or more) of the following speeches (you may choose to play the speech and have students read along, or to just have them read the text since they are focusing on the structure of the speech, not the delivery). The speeches below provide good examples for students of how to structure their speeches using the problem–evidence–call to action structure:

- Mary Fisher speaking at the RNC Convention in 1992 and calling on Americans to open their minds on the topic of AIDS (text and audio):

www.americanrhetoric.com/speeches/maryfisher1992rnc.html

- Shirley Chisholm, speaking in Congress in 1970 about the problem of sex discrimination in America and on behalf of the Equal Rights Amendment (text only):

www.americanrhetoric.com/speeches/shirleychisholmequalrights.htm

- Harvey Milk’s “Hope” speech discusses the need to fight against the anti-gay movement with strength and hope (text only):

www.danaroc.com/guests_harveymilk_122208.html

- RFK in 1968, speaking on the death of MLK, asking Americans to respond to the death with love, wisdom, and compassion (text and excerpted video):

www.americanrhetoric.com/speeches/rfkonmlkdeath.html

- Hillary Clinton speaking in Beijing on women’s rights globally (text and video):

www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm

- George Bush's 9/11 Address to the Nation (text and video):
www.americanrhetoric.com/speeches/gwbush911addresstothetation.htm
- Arnold Schwarzenegger's Address to the United Nations on Global Climate Change (text and video):
<http://www.americanrhetoric.com/speeches/arnoldschwarzeneggerunitednations.htm>

BELL-RINGER: Examining the structure of a speech (5 minutes)

Provide students the text for one of the speeches above. Have them read silently and complete the Examining Speech Structure handout.

BEFORE: Structuring a soapbox speech (10 minutes)

Discuss the bell-ringer. Explain that the body of their soapbox speech is going to use the same frame as the speech from the bell-ringer. They must consider their audience and:

1. Define the problem
2. Explain why this is a problem (use supporting evidence)
3. Issue a call to action (What do you want your audience to do?)

Explain that the goal of the speech is to persuade the audience to support their issue. Introduce the word *rhetoric*.



rhetoric: the art of speaking or writing effectively

Project the Persuasive Appeals overhead and explain to students that as they begin to format and structure their speeches, they need to consider what they will do to persuade the audience to support their issue.

DURING: Preparing a rough draft (20–30 minutes)

Students should write a rough draft of the body of their speech using the Project Soapbox Rough Draft Guide. Have students use their homework as a jumping off point for their rough drafts. Speeches should be one to two minutes long.

AFTER: Peer feedback (10 minutes)

Divide students into pairs. Have each student read their speech to their partner while the partner writes down:

- The problem
- The explanation of the problem
- The call to action

62 *Step Two: Choose an Issue*

Partners then share their notes with the speech giver and check for accuracy and understanding. If a section of the speech seems to be missing or underdeveloped, students should explain this to their partner.

CLOSER: Explain homework (3 minutes)

Students should finish/revise their rough drafts. Explain that they will have to do some research to find supporting evidence for their arguments.

Name: _____

Date: _____

Examining Speech Structure

1. What problem does the speaker identify?
2. What is the evidence that there is a problem?
3. Who do you think the audience is?
4. What does the speaker want the audience to do?

Persuasive Appeals

A good speech usually appeals to the audience's *intellect* (head) or their *emotions* (heart) through:

- ***Logical appeals***—appeal to the audience to use reason and analysis
Example: Using statistics and facts

OR

- ***Emotional appeal***—appeal to the audience's deep emotions
Example: Using a personal story

Name: _____

Date: _____

Project Soapbox Rough Draft Guide

Topic	Today I am talking to you about...
Define the Problem	The reason why this is such a big problem is... (use logical appeals—statistics, quotes—and/or emotional appeals—personal stories and so on—to support your argument that this issue is a big problem)
Action	I need you to... (what do you want your audience to do as a result of your speech?)
Closing	This is important to all of us because...

Remember your audience: You will be delivering your speech to your classmates and teachers, but you never know who might be listening to your speech. Your principal, your alderman, or a guest might be present at the speech competition.

LESSON THREE: SPICING UP A SPEECH

Overview: This lesson introduces various rhetorical devices for students to employ as they develop their speeches.

Student Objectives:

- Write an attention grabber and a closer
- Listen to speeches and evaluate rhetorical devices
- Apply one or more rhetorical devices in their own speech writing

Materials:

- LCD projector, computer with Internet, and speakers
- Attention Grabbers/Closers handout
- Rhetorical Devices table
- Rhetorical Devices overhead
- Overhead projector

Vocabulary:

- rhetorical devices
- metaphor
- simile
- imagery
- alliteration
- repetition
- hyperbole

Assessment:

- Attention Grabber/Closer handout

BELL-RINGER: Journal entry (5 minutes)

Students respond in their journals to the following questions: *“What catches your attention at the beginning of a speech? How should a good speech end? After a good speech, how should the audience feel?”*

BEFORE: Attention grabber/closers (5–10 minutes)

Have a few students share from their bell-ringer. Ask the class how it would sound if a speech started with “In this speech I will explain to you why drugs are a big problem in our community and why you should stop this problem.” Students should recognize that an opener like that would be very boring. Then ask them how it would sound if a speech ended with “And those are the problems with drugs. I’m done.” Again, they should recognize that a closer like that would not be effective. Distribute the Attention Grabbers/Closers handout and read together. Have students jot down notes for their own speeches.

DURING: Using rhetorical devices (30–35 minutes)

Explain that today we will examine the ways to spice up a speech with tricks of the trade. Those tricks are called rhetorical devices.



rhetorical device: strategies used to get a particular response from an audience

Have students think about what types of emotions they might want to tap into—anger? fear? excitement? hope?

Distribute the Rhetorical Devices table and read aloud together. Encourage students to think of their own examples. Remind students that today's lesson is focused on how a speech is written, not how it is delivered.

Distribute the Great Speeches: Rhetorical Devices and Appeal handout. Have students read and/or listen to one of the speeches below and complete the handout.

Below are a few examples of speeches that demonstrate good use of rhetorical devices.

- Barack Obama's New Hampshire "Yes We Can" speech (www.youtube.com/watch?v=Fe751kMBwms): repetition, imagery
- Martin Luther King, Jr.'s "I've Been to the Mountaintop" (www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm): metaphors, repetition, imagery, hyperbole
- Ronald Reagan's "Evil Empire" speech (www.americanrhetoric.com/speeches/ronaldreaganevilempire.htm): storytelling, appeal to values, imagery

Once students have listened to the speeches, discuss the rhetorical devices and logical and/or emotional appeals that make these speakers effective.

**AFTER/CLOSER: Using rhetorical devices in your speech
(5 minutes and homework)**

Have students go back to their rough drafts and add rhetorical devices to their speeches, and continue for homework. They should pay specific attention to writing a good attention grabber to open their speeches and a compelling closer.

Name: _____

Date: _____

Attention Grabbers/Closers

ATTENTION GRABBER

A good speech grabs the audience's attention right at the very beginning. There are a number of ways you can do that:

- Use a quote (e.g., "I would never send my child to that school.")
- Make a strong statement (e.g., Adults are failing the youth.)
- Use a statistic (e.g., 80% of students report being jumped on their way home from school.)
- Tell a story (e.g., I will never forget the day I was jumped on the way home.)
- Ask a rhetorical question that relates to your topic (e.g., Have you ever felt so scared and unsafe that you would not get out of bed?)
- Pose a hypothetical situation (e.g., Imagine watching your best friend get shot.)

Think about an original and interesting attention grabber that would work well with your speech and describe it below.

CLOSER

The last thing you say to your audience should stick with them. That is why a good closer is so important. Some powerful ways to end a speech are:

- Summarize the main speech topics or main points
- Refer back to your opener
- Call them to act and offer them how-to-do-it steps (e.g., If everyone in this room called their congressperson...)
- Visualize the outcome of your call to action (e.g., Imagine a world where...)
- Transform your central idea into an easy to remember slogan (e.g., The more we share, the more we care.)
- Finish with a clinching personal anecdote (e.g., My neighbor told me of a time...)
- Provide a statistic or fact (e.g., 100 more teens will try to commit suicide by tomorrow...)

Think about how you can end your speech to leave a lasting impression on your audience and write it below.

Rhetorical Devices

Below are some common devices used by speech writers in their appeals:

Rhetorical Device	Definition	Example
Metaphor or Simile	comparison of two unlike things	"...freedom is like a beautiful kite that can go higher and higher with the breeze." —George Bush, Inaugural Address, 1989
Imagery	sensory details that paint a vivid picture in the audience's mind	"In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on the shores of an icy river." —Barack Obama, Inaugural Address, 2009
Alliteration	repetition of the beginning consonant sounds of a series of words	"All for which America stands is safe today because brave men and women have been ready to face the fire at freedom's front." —Ronald Reagan, Vietnam Veterans Memorial Address
Repetition	continued use of certain words or phrases	"I have a dream that one day this nation will rise up and live out the true meaning of its creed...I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood...I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today." —Martin Luther King, "I Have a Dream"
Hyperbole	deliberate exaggeration or overstatement	"Why you got scars and knots on your head from the top of your head to the bottom of your feet. And every one of those scars is evidence against the American white man." —Malcolm X

Name: _____

Date: _____

Great Speeches: Rhetorical Devices and Appeal

Speaker: _____ Speech title: _____

Give examples, if any, of how the speech appeals to the audience's intellect/logical appeals.

Give examples, if any, of how the speech appeals to the audience's emotion.

Give examples of any of the following rhetorical devices used in the speech:

metaphor or simile:

imagery:

alliteration:

repetition:

hyperbole:

LESSON FOUR: DELIVERING A GREAT SPEECH

Overview: This lesson focuses on speech delivery. Students practice their speeches with their peers and examine the rubric before they go home to practice one last time.

Student Objectives:

- Assess themselves using the Presentation Rubric
- Read through Presentation Guidelines
- Practice their speeches
- Give and receive feedback

Materials:

- Presentation Guidelines
- Public Speaking Rubric
- Peer Feedback sheets

BELL-RINGER: Rubric review (5 minutes)

Have students read the Presentation Guidelines and Public Speaking Rubric. As they read, they should re-read their speeches, looking specifically at the Content and Rhetorical Devices rows on the rubric, and self-assess their speech.

BEFORE: Persuasive ABCs (15–20 minutes)

Explain to the class that so far this week they have learned how to structure their speech and how to appeal to their audience. Today will focus on presentation. Read the “Meets Standard” descriptors for the category of “Delivery” on the rubric. Ask students: what might a well-delivered speech sound and look like?

Create a list on the board entitled “Good Speech Delivery” and list the student responses. Be sure to include: dramatic pauses, raised volume, dramatic body language (e.g., arm gestures, facial expressions). After each suggestion, ask a student to demonstrate what that might look like, using the ABCs as your text (e.g., a student can recite the ABCs, beginning at a normal volume and then raise the volume for letters D–G to demonstrate the importance of that part of the “speech”). You may have to model for students first.

Solicit student volunteers to recite the ABCs as expressively and persuasively as they can, using as many of the qualities listed under “Good Speech Delivery” as they can. Alternatively, you can have students turn to the person next to them and each practice reciting the ABCs persuasively to one another.

DURING: Peer feedback (20 minutes)

Explain to the students that this is their day to practice their speeches before the competition and receive constructive criticism. Spend a few minutes establishing expectations and guidelines for feedback (some suggestions: be honest, no insults, save comments until the end).

Divide students into pairs or groups of three. (Note: This is an excellent opportunity for students that have not completed the homework to prepare a speech. You can move those students to one area of the room and allow other students to spread out...even in the hall if possible.)

In the groups, each student should read their speech and then receive feedback from their peers using the Peer Feedback forms. If time permits, they can practice their speeches more than once.



Enrichment: You can extend this lesson by watching examples of different well-delivered speeches and having students focus on the delivery of the speech. Some suggestions for well-delivered speeches include:

- Sarah Palin's 2008 Republican Convention Speech
www.americanrhetoric.com/speeches/convention2008/sarahpalin2008rnc.htm
- Malcolm X "Who Taught You to Hate Yourself?" speech
www.youtube.com/watch?v=gRSgUTWffMQ&feature=related
- Michelle Obama's 2008 Democratic Convention Speech
www.youtube.com/watch?v=sTFsB09KhqI
- Bill Clinton's 2004 Address to the DNC
www.americanrhetoric.com/speeches/convention2004/billclinton2004dnc.htm
- Marco Rubio's Is America Still An Exceptional Nation? speech
<http://www.therightscoop.com/full-speech-marco-rubio-at-cpac-2012/>

AFTER: Reflection (5 minutes)

Ask students what is the hardest part about delivering a speech? Offer suggestions and solicit ideas from students on how to address those challenges.

CLOSER: Exit ticket (2 minutes)

Have students write two things they will do tonight to prepare for the competition tomorrow.

Presentation Guidelines

Public speaking is crucial to civic action and the struggle for social justice. Whether you are running a meeting or persuading someone to agree with your plan of action, your ability to communicate is vital if you want people to listen to you and to accomplish your goals.

General presentation rules:

1. Dress professionally. It adds authority to your presentation and shows that you take this seriously. Remember: dressing up for a presentation is different than dressing up to go out to a club.
2. Never chew gum or have anything in your mouth.
3. Present yourself professionally. Use appropriate language.
4. Have a purpose. Why should the audience listen to you?
5. Do your research and know what you are talking about.
6. Be confident! Practice, practice, practice and you'll feel ready to go.
7. Be yourself. Even strangers can recognize someone who is fake or insincere. (Don't feel the need to be loud if you are a soft-spoken person. There are lots of effective ways to speak.)
8. Don't freak out if you stumble. Nobody but you knows how your speech is "supposed" to go so just roll with it. Don't say "Wait, can I start over?" or "Oops."
9. First impressions are powerful. Your presentation starts before you begin speaking. Once you are announced, you are on. That means the way you approach the podium and prepare yourself is all part of your presentation!

Components of a presentation:

1. **Content:** Think about the content of your presentation. What are you trying to say? Are your ideas and *purpose* clear? Do you have enough credible evidence to support what you're saying? Do you offer the audience a *call to action*? Do you appeal to a universal value? Is your topic important?
2. **Rhetorical Devices and Appeal to Audience:** Just because you care about your issue does not mean your audience does. Your job is to get them to care. How does your speech connect your audience to your issue? What rhetorical devices do you use to make that connection? Does your opener grab your audience's attention? Does your closer leave them thinking about your issue?
3. **Delivery:** How do you look when you speak? Are your hands fidgeting? Is your foot wiggling? Is all your weight on one leg? Are your eyes glued to the floor? If you want your audience to be interested and have confidence in you, first you need to look interested and confident! If you are not passionate about your cause, why should anyone else be? Your tone can be serious and solemn or bold and impassioned (depending on the topic of your speech) but it **MUST** be evident that you care about the topic. You should speak naturally, not simply read a speech.

Peer Speech Practice Feedback

Your name: _____ Speaker: _____

Complete this form as you listen to your classmate's speech. Check off when you hear the following:

- | | | | | | |
|------------------------------|------------------------------|-----------------------------|----------------------|------------------------------|-----------------------------|
| • Attention grabber | yes <input type="checkbox"/> | no <input type="checkbox"/> | • Call to action | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| • Explanation of the problem | yes <input type="checkbox"/> | no <input type="checkbox"/> | • Closer | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| • Supporting evidence | yes <input type="checkbox"/> | no <input type="checkbox"/> | • Rhetorical devices | yes <input type="checkbox"/> | no <input type="checkbox"/> |

Was the speaker passionate about the topic? How could you tell?

What did the speaker do well?

What could be improved?

Peer Speech Practice Feedback

Your name: _____ Speaker: _____

Complete this form as you listen to your classmate's speech. Check off when you hear the following:

- | | | | | | |
|------------------------------|------------------------------|-----------------------------|----------------------|------------------------------|-----------------------------|
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| • Explanation of the problem | yes <input type="checkbox"/> | no <input type="checkbox"/> | • Closer | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| • Supporting evidence | yes <input type="checkbox"/> | no <input type="checkbox"/> | • Rhetorical devices | yes <input type="checkbox"/> | no <input type="checkbox"/> |

Was the speaker passionate about the topic? How could you tell?

What did the speaker do well?

What could be improved?

LESSON FIVE: THE SPEECH COMPETITION

Overview: This lesson is the day of speech presentations. Students deliver their speeches in front of judges and their peers and give feedback to each other.

Student Objectives:

- Deliver speech in front of an audience
- Provide feedback


Assessment:

- Student speeches
- Project Soapbox Peer Feedback
- Project Soapbox Student Evaluation

Materials:

- Project Soapbox Peer Feedback form
- Project Soapbox Speech Rubric
- Project Soapbox Student Evaluation

✓ **Before class begins:** Consider inviting people from your school staff, parents, and community members to be judges. Use the rubric to determine the winner.

 **Note:** When presenting Project Soapbox speeches about the issues they find most important, students may sometimes include narratives of personal trauma (e.g., abuse, rape, serious depression, etc.) that demand further attention. It is a testament to the trust and safety of your classroom that a student would feel comfortable to share such painful personal experiences. We recommend responding by thanking the student for sharing on such a deeply important issue, recognizing that others may have had similar experiences and they are giving voice to this important issue. We would also thank the class for being a respectful and supportive group in which students feel comfortable sharing. We further recommend that you follow up with the student outside of class and refer them to any appropriate resources available in school and in the community. We have a list of resources available across the Chicagoland area at www.centerforactioncivics.org/tips-and-resources/. (As a mandated reporter, you may also have to report if the student shared examples of current abuse.)

BELL-RINGER: Preparation (2 minutes)

Students should take out all necessary materials and be ready to present. They can silently practice their speeches.

BEFORE: Speech procedure (5 minutes)

Welcome and introduce the judges. Set up the expectations for the day by explaining that all speeches should receive **wild applause** when they are completed. (Have them practice giving wild applause, which is when everyone cheers loudly and enthusiastically.) Emphasize that no one should be interrupted. As they listen, students should complete Peer Feedback sheets.

DURING: Speeches (30–35 minutes)

Be mindful of time and try to keep the speeches moving along. Students should provide feedback when not presenting and you and the judges should complete rubrics.

AFTER: Student vote (5 minutes)

Have the students cast a ballot for who they consider the winner of the speech competition.

CLOSER: Homework (2 minutes)

Students should complete a Project Soapbox Student Evaluation.

Name: _____

Date: _____

Project Soapbox Peer Feedback

Speaker's name: _____ Topic: _____

How did the speaker define the problem?
What supporting evidence did the speaker provide to explain the importance of the issue?
What is the call to action?
Comment on delivery:

Name: _____

Date: _____

Project Soapbox Peer Feedback

Speaker's name: _____ Topic: _____

How did the speaker define the problem?
What supporting evidence did the speaker provide to explain the importance of the issue?
What is the call to action?
Comment on delivery:

Project Soapbox Speech Rubric

Student Name: _____ Topic: _____

Circle the descriptor in each row that best describes the student's speech performance.

	Exceeds Standard (4)	Meets Standard (3)	Nears Standard (2)	Needs Work (1)
Content of Speech	Explains the problem clearly and coherently Provides abundant and varied evidence to support the significance of the problem Contains a passionate call to action Includes a unique opener and closer that catch the audience's attention	Explains the problem clearly Provides evidence of why the problem is significant Contains a call to action Includes an effective opener and closer	Explains the problem minimally Provides little evidence of why the problem is significant Contains a minimal call to action Includes a basic opener and/or closer	Explains the problem in a manner that is broad and/or unclear Provides no evidence of why this issue is a problem Lacks any call to action Lacks opener and/or closer
Structure and Style	Incorporates a number of rhetorical devices effectively (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration) The message of the speech is enhanced by exemplary organization and focus	Incorporates a rhetorical device effectively (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration) Speech is well organized, focused, and easy to follow	Attempts to incorporate a rhetorical device (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration) Speech is mostly well organized and focused	Does not use a rhetorical device (simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration) Speech lacks organization and focus
Delivery	Presents speech clearly and with authority Masterfully uses tone, speed, pacing, and volume as tools Body language enhances the message of the speech Student is expressive and demonstrates passion for the topic	Presents speech clearly (rather than reading it) Effectively uses tone, speed, pacing, and volume as tools Maintains good body language (eye contact, gesture, stance) Student is expressive and demonstrates interest in the topic	Partially presents, partially reads speech Uses tone, speed, pacing, OR volume as tools Mostly maintains good body language (eye contact, gesture, stance) Student demonstrates interest in the topic	Reads speech Uses tone, speed, pacing, and/or volume ineffectively so it distracts/detracts from speech Body language is distracting (eye contact, gesture, stance) Student does not demonstrate interest in topic, or expressiveness is inappropriate (e.g., aggressive, silly, etc.)

Total: _____
Comments: _____

Project Soapbox Student Evaluation

School: _____ Teacher: _____

Race/Ethnicity: _____ Gender: _____ Grade: (Circle) 9th 10th 11th 12th

1. Until today, had you ever given a public speech before? (Circle Yes or No)

Yes No

2. Please circle the number that represents how strongly you agree or disagree with the following statements (1: strongly disagree to 4: strongly agree).

As a result of the activities and competition I participated in I feel:	Strongly Disagree	Disagree	Agree	Strongly Agree
More confident.	1	2	3	4
My ideas were heard by my peers.	1	2	3	4
I am a better public speaker.	1	2	3	4
Like an expert on my topic.	1	2	3	4
Less nervous to speak in front of a group.	1	2	3	4
This is something I want to do again.	1	2	3	4

Please answer Questions 3–5 in your own words.

3. What was the best part of preparing and giving a speech for Project Soapbox?

4. What do you think you learned as a result of participating in Project Soapbox?

5. What would have made your experience with Project Soapbox better?