



Republic of the Philippines
Department of Education
 CORDILLERA ADMINISTRATIVE REGION
 SCHOOLS DIVISION OF ABRA
ABRA HIGH SCHOOL
 BANGUED, ABRA

CLASSROOM OBSERVATION LESSON PLAN
ENGLISH 10

TEACHER: Rozen Kate B. Omnas
 QUARTER/WEEK: 2nd Quarter/ Week 6

SECTION: Egret
 DATE: October 16, 2025

I. OBJECTIVES

A. Grade Level Standards	The learner demonstrates understanding of how world literatures and other text types serve as vehicles of expressing and resolving conflicts among individuals or groups; also how to use strategies in critical reading, listening, and viewing, and affirmation and negation markers to deliver impromptu and extemporaneous speeches .
B. Learning Competency	Deliver a prepared or impromptu talk on an issue employing the TECHNIQUES IN PUBLIC SPEAKING .
C. Learning Objectives (KSA)	At the end of the lesson, the learners should be able to: a) Define the techniques in public speaking; b) Analyze the use of public speaking techniques in a given speech or presentation; c) Prepare public speeches on social issues.

II. CONTENT *TECHNIQUES IN PUBLIC SPEAKING*

III. LEARNING RESOURCES

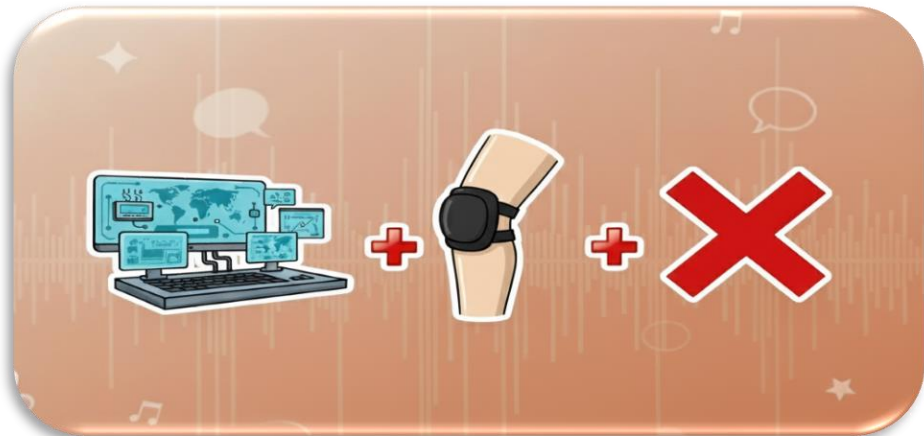
References	SLM English 10 DepEd Regional Office IX https://znnhs.zdnorte.net/wp-content/uploads/2022/01/Eng-10-Wk-6.pdf
Other Learning Resources	YouTube videos of the speech <i>Young People are the Solution of Climate Change</i> by Vish Dhar YouTube videos of the speech <i>Save our planet, save our future</i> by Quintin Liu YouTube video of the TED Talk speech, <i>Impact of Social Media on Youth</i> by Katanu Mbevi

IV.

A. Preliminary Activities	<i>Prayer</i> <i>Greetings</i> <i>Attendance Checking</i>
B. Reviewing previous lesson or presenting the new lesson	PICTOWORD <i>Directions:</i> Look at the pictures carefully. Identify the images and combine their meanings to guess the word or phrase they represent.



PUBLIC SPEAKING



TECHNIQUES

C. Establishing a purpose for the lesson

SPOT THE DIFFERENCE

Directions: Watch and observe the 2 video clips carefully. After watching, answer the questions provided.





Questions:

1. What differences in verbal and nonverbal cues do you notice between the prepared and unprepared speakers?
2. How does preparation affect the speakers' confidence and delivery in the two video clips?

D. Presenting examples/ instances of the new lesson

The teacher introduces the topic. While the teacher presents new information, students are urged for their input and interaction.

PUBLIC SPEAKING TECHNIQUE

Refers to the methods and strategies used to effectively communicate ideas, engage audiences, and convey messages through spoken words.

By mastering techniques, speakers can deliver confident, informative, and persuasive speeches that captivate and inspire their audiences.

Effective public speaking technique is essential for communicating ideas, building trust, and achieving goals in various personal and professional setting.

E. Discussing new concepts and practicing new skills #1

Before learners create and deliver their own speeches, it is essential for them to first become familiar with the techniques of effective public speaking. These guidelines will serve as a foundation for crafting speeches that are not only well-written but also impactful in delivery.

VERBAL TECHNIQUES

- Are methods used in language to convey meaning and atmosphere in communication.
- CLARITY
 - Refers to the clear and distinctness of words and message. It involves articulation, enunciation, volume and diction.
 - To engage the audience, convey the message effectively and avoid misunderstanding.
- TONE
 - Refers to the way you say something, conveying emotions, attitudes or emphasis. Tone is conveyed through pitch (high or low), volume (loud or soft), inflection (rising or falling), pace (fast or slow), and pause (Strategic silences)

- To emphasize important points and influence audience interpretation.
- PACE
 - Refers to the speed at which you deliver your words. To keep the audience engaged, add emphasis, enhance clarity and create dynamic delivery.

NONVERBAL TECHNIQUES

- Are methods of communication that don't involve words. They convey meaning, emotions, and attitudes through:
- BODY LANGUAGE
 - Our nonverbal cues we send through our physical movements, postures, and facial expressions. It can convey emotions, attitudes, and intentions.
 - ✓ Posture (confident or lack of confidence)
 - ✓ Hand gestures
 - ✓ Eye contact (direct or avoiding)
 - ✓ It conveys confidence, shows enthusiasm and engagement. It enhances credibility.
- FACIAL EXPRESSIONS
 - Are movements of the face that convey emotions, attitudes or reactions. You can show happiness (smiling), express sadness (frowning). Indicate interest (raised eyebrows or leaning forward). To convey emotions, engage the audience, add emphasis to the message, help convey message more effectively, and builds a connection with the audience.

RHETORICAL DEVICES

- Techniques used in language to convey meaning, emphasize points, and create a lasting impact.
- METAPHOR
 - A figure of speech that compares two unlike things without using "like" or "as." It states that one thing is another thing, in order to illustrate a connection or similarity between them.

Example:

"He is a lion on the battlefield"


(comparing a person to a lion to convey bravery)

- To create vivid and memorable comparisons.
- ALLUSION
 - A reference to a person, place, event, or work of art, often from history, literature or mythology that is embedded in a piece of writing or speech.

Example:

Their love was like Romeo and Juliet

- To link or reference shared cultural knowledge and create connections with the audience.

	<p>AUDIENCE ENGAGEMENT</p> <ul style="list-style-type: none"> - Refers to the ways you interact with and involve your audience during a presentation. • KNOW YOUR AUDIENCE <ul style="list-style-type: none"> - Understanding who they are, what they care about, and what they want to take away from your message. This includes: Demographics, Interests and needs, level of knowledge on the topic, values and beliefs, and expectations. - To tailor your message and language, use relevant examples, address concerns and questions, and engage and persuade them effectively. • MAKE IT RELEVANT- <ul style="list-style-type: none"> - Connecting your content to the audience's interests, needs, experiences and concerns. - To capture attention, build rapport, increase engagement, enhance understanding and drive action. <p>SPEAK & ANALYZE SPOTLIGHT</p> <p>One student presents the excerpt clearly and expressively. Others listen carefully and observe. Afterward, the group discusses the public speaking techniques used.</p> <p>Excerpt: <i>"We stand at a critical point in society, confronted by deep social issues that demand courage, resilience, and collective determination. Like architects building bridges, we have the power to create connections of understanding and equal opportunities for all. A better future belongs to those who believe in justice, equality, and the strength of community. Let's believe in ourselves, our shared potential, and our ability to create a fairer and more inclusive world."</i></p>
<p>F. Discussing new concepts and practicing new skills #2</p>	<p>CRITIQUE & ELEVATE</p> <p><i>Directions:</i> Watch the video clip carefully and identify areas where public speaking techniques can be improved.</p> <p> YouTube Video Links: https://youtu.be/lk82_0UO84s?si=kBm91liO5N7VhQYJ</p>
<p>G. Finding practical applications of concepts/Valuing</p>	<p>CREATING PUBLIC SERVICE ANNOUNCEMENT</p> <p><i>The class will be divided into three groups, and each group will create a public service announcement on a social issue, applying public speaking techniques to convey their message effectively.</i></p> <p><i>Directions:</i> Work in your group to prepare a 3-minute presentation on the topics below. Each group member should contribute to both the preparation and delivery of the presentation. Deliver the speech in front of the class, paying attention to:</p> <ul style="list-style-type: none"> • Verbal techniques

- Nonverbal techniques
- Rhetorical devices
- Audience engagement

SOCIAL ISSUES:

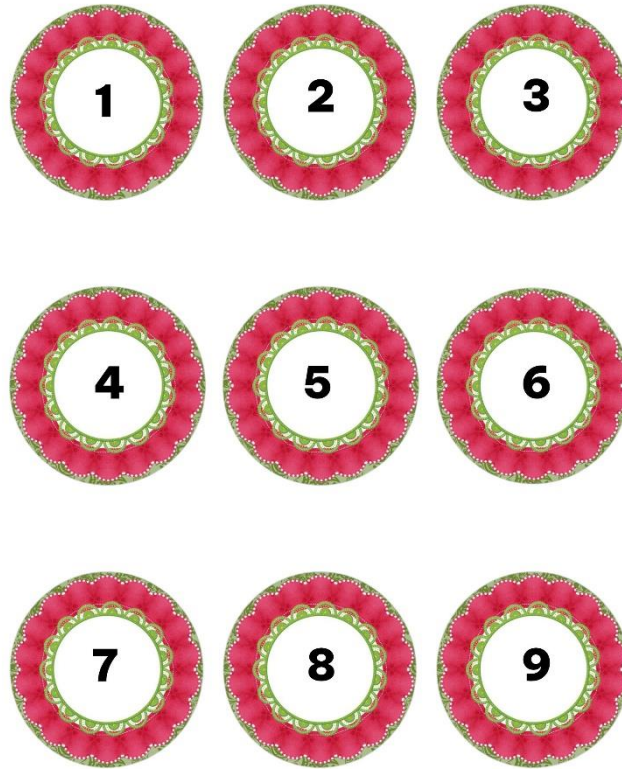
Dispute over maritime territories in the West Philippine Sea

Flood control projects controversy in the Philippines

Consecutive earthquakes in the Philippines

CRITERIA	Excellent (4)	Good (3)	Satisfactory (2)	Need Improvement (1)
Verbal Technique	Clear, confident voice; excellent pronunciation ; dynamic tone and pace that enhance message	Mostly clear voice; minor mispronunciations; some variation in tone and pace	Sometimes unclear or monotone; inconsistent pace	Difficult to hear or understand; monotone or inappropriate pace
Nonverbal Technique	Strong eye contact, purposeful gestures, appropriate facial expressions, confident posture supporting message	Good eye contact and gestures most of the time; generally appropriate facial expressions and posture	Limited eye contact or gestures; facial expressions and posture sometimes distracting	Little or no eye contact or gestures; distracting or closed body language
Rhetorical Devices	Skillful, effective use of rhetorical questions, repetition, and illustrative examples that strengthen the speech.	Adequate use of rhetorical devices that support key points.	Minimal use of rhetorical devices, with limited effect.	No use of rhetorical devices or ineffective use.
Audience Engagement	Actively connects with the audience through questions, interactive elements, or direct appeals	Occasionally engages the audience to maintain interest	Rare audience interaction or engagement attempts	No audience engagement; speaker appears disengaged

	Content Accuracy and Relevance	Content is accurate, relevant, well-researched, and thoroughly addresses the flood control controversy	Content is mostly accurate and relevant with minor gaps or errors	Content is somewhat relevant but has notable errors or lacks depth	Content is inaccurate, off-topic, or superficial
	Grammar and Language Use	Grammar is correct; language is appropriate, clear, and effective for the audience	Minor grammar errors that do not affect clarity; language mostly appropriate	Noticeable grammar errors that occasionally hinder understanding	Frequent grammar mistakes; language is unclear or inappropriate
	<p><i>This activity helps students demonstrate responsibility in preparing and delivering public speeches while developing their public speaking skills.</i></p>				
H. Making generalizations and abstractions about the lesson	<p>PICK A NUMBER</p> <p><i>There are questions posted on the board, each labeled with a number from 1 to 9.</i></p> <p><i>Directions: Pick one question from the board. Read it aloud, then answer it.</i></p>				



Questions:

1. What verbal technique involves using body language to convey confidence and engage the audience?
NONVERBAL TECHNIQUE
2. Enumerate the examples of Nonverbal techniques.
BODY LANGUAGE AD FACIAL EXPRESSION
3. What type of device uses metaphors and allusion to create vivid and memorable comparisons?
RHETORICAL DEVICES
4. Enumerate the examples of Verbal techniques
CLARITY, TONE AND PACE
5. What involves understanding the audience's needs, interests, and level of knowledge to deliver an effective speech?
AUDIENCE ENGAGEMENT
6. Enumerate the examples of Rhetorical Devices
METAPHOR AND ALLUSION
7. What type of technique involves varying tone and pace to convey emotions and emphasize important points?
VERBAL TECHNIQUE
8. Enumerate the examples of Audience engagement.
KNOW YOUR AUDIENCE and MAKE IT RELEVANT
9. It refers to the methods and strategies used to effectively communicate ideas, engage audiences, and convey messages through spoken words.
PUBLIC SPEAKING TECHNIQUES

I. Evaluating learning

TECHNIQUE TRACKER

Directions: Analyze each scenario and determine whether it belongs to Verbal Technique (VT), Nonverbal Technique (NT), Rhetorical Devices

	<p>(RD), or Audience Engagement (AE). Write your answers before the number.</p> <p><u>VT</u> 1. The speaker enunciated each word carefully, ensuring the audience understood the complex concept.</p> <p><u>NT</u> 2. The audience laughed at the speaker’s witty joke, and she smiled, making eye contact with them.</p> <p><u>RD</u> 3. “The city is a jungle,” the speaker said, “where only the strongest survive.”</p> <p><u>VT</u> 4. The speaker varied her tone to convey the emotions of the story, bringing the audience to tears.</p> <p><u>NT</u> 5. The presenter stood confidently, making eye contact with the audience and using gestures to emphasize her points.</p> <p><u>VT</u> 6. “We’ve been working on this project for months, and it’s been a labor of love,” the theme leader said.</p> <p><u>AE</u> 7. The speaker asked the audience to imagine themselves in a hypothetical scenario, making the issue more relatable.</p> <p><u>NT</u> 8. The CEO’s body language conveyed confidence and authority, inspiring trust in the audience.</p> <p><u>RD</u> 9. “We’re not just building a house, we’re building a home,” the architect said, using a metaphor to emphasize the importance of community.</p> <p><u>VT</u> 10. The speaker slowed down her pace, pausing for dramatic effect and allowing the audience to absorb the information.</p>										
J. Additional Activities/ Assignment	<p>SPEECH ANALYSIS</p> <p><i>Directions:</i> Watch and listen to the TED Talk speech by Katanu Mbevi, titled “Impact of Social Media on Youth” Then, analyze the speaker’s techniques by writing about the following:</p> <ul style="list-style-type: none">➤ The speaker’s use of verbal and non-verbal techniques➤ The effectiveness of her rhetorical devices➤ How she engaged the audience➤ A conclusion about what you learned from her techniques and how you can apply them in your own speeches <p>Links will be shared through the class Group Chat.</p> <p>📺 YouTube Video Link: https://youtu.be/soHn6t_jjlw?si=QZm30pqTAJMh42SJ</p> <table><tr><th>CRITERIA</th><th>Excellent (4)</th><th>Good (3)</th><th>Satisfactory (2)</th><th>Need Improvement (1)</th></tr><tr><td>Verbal and Non-verbal Technique s Analysis-</td><td>Thorough, insightful analysis of vocal tone, pace, clarity, eye contact, gestures,</td><td>Clear analysis with good examples of verbal and nonverbal techniques.</td><td>Basic analysis with some mention of verbal and nonverbal techniques.</td><td>Minimal or unclear analysis of verbal and nonverbal techniques.</td></tr></table>	CRITERIA	Excellent (4)	Good (3)	Satisfactory (2)	Need Improvement (1)	Verbal and Non-verbal Technique s Analysis-	Thorough, insightful analysis of vocal tone, pace, clarity, eye contact, gestures,	Clear analysis with good examples of verbal and nonverbal techniques.	Basic analysis with some mention of verbal and nonverbal techniques.	Minimal or unclear analysis of verbal and nonverbal techniques.
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		and body language.			
	Rhetorical Devices Effectiveness	Detailed explanation of rhetorical devices used and their strong impact on the audience.	Good explanation of rhetorical devices and their effect.	Some identification of rhetorical devices with limited discussion of impact.	Little or no identification or analysis of rhetorical devices.
	Audience Engagement Analysis	Strong evaluation of how the speaker connects with and maintains audience interest.	Clear evaluation with examples of engagement methods.	Basic mention of audience engagement with few examples.	No or unclear analysis of audience engagement.
	Conclusion and Personal Application	Thoughtful conclusion linking learning to personal speaking skills with specific ideas.	Clear conclusion with relevant personal application ideas.	Basic conclusion with general or vague application ideas.	Weak or missing conclusion; no personal application.
	Clarity, Grammar, and Organization	Exceptionally clear, well-organized, and error-free writing.	Mostly clear and organized with minor errors.	Somewhat clear but with noticeable errors or disorganization.	Unclear, poorly organized, many grammar errors.
K. Reflection					
A. Number of learners who earned 80% in the evaluation					
B. Number of learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? Number of learners who have caught up with the lesson					

A. No. of learners who continue to require remediation	
B. Which of my teaching strategies worked well? Why did these work?	
C. What difficulties did I encounter which my principal or supervisor can help me solve?	
D. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

Prepared by:

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Student Intern