

COMM 415
Public Speaking Option
Dr. Hest

Public Speaking **Persuasive** Assignment: You may present a 5 – 7 minute persuasive “opinion” speech on an **education** (or related to your profession) subject. Select something that will be interesting for your listeners and a topic that will target a change in opinion or behavior as you will not change anyone’s beliefs or values in a few minutes.

You will follow the attached outline format with an appropriate introduction, body, and conclusion. You will utilize at least three outside sources and submit a typed outline and bibliography. Include an effective visual aid and strong oral and physical delivery. You should sound persuasive and include persuasive language choices. Don’t rush. You and a partner may opt to present a pro/con speech with a time limit of 4 - 5 minutes per person and 6 total sources.

Possible persuasive topics: Focus on an issue associated with technology in the classroom (e.g., the impact on relationships, focus, learning); Technology costs or lack of teacher training to effectively use technology; Allowing non-degreed individuals to teach because they have life experience on a topic; Preventing teacher burnout (where have all the teachers gone?); The issue of teachers selling lesson plans online; Rising numbers of ESL students and a lack of resources; Why college professors should have some education/methods training; Does in-school suspension work?

OR Public Speaking **Informative** Assignment: You may present a 5 – 7 minute informative briefing speech (update) on a current trend, ideas, suggestions in education or on career preparation and opportunities/outlook for language arts teaching jobs (or other). You will utilize at least three outside sources and submit a typed outline (following the attached format) and bibliography. Include an effective visual aid and strong oral and physical delivery. Your vocal delivery should have energy and you should utilize descriptive language choices. Be careful not to rush.

If you do the assignment with a partner, you may divide the speech as you wish, but both should speak about equal time, you should have a total speaking time of 8 - 10 minutes, and you should have at least 6 total sources.

Possible informative topics: “Tapping” in the classroom; Creative ways to teach about bias; “Kahoot” and what else?; How will the students you will be teaching differ from what you were like at that age?; What NOT to wear to school/work; How to have the BEST classroom in the building; Where the jobs in CA/L will be in the next 3 years.

*You will give the typed outline to me BEFORE you speak. You will speak from ONE side of a single page. You will not wear a cap, jacket, or sweatpants to speak.

Required Outline Structure:

- I. Introduction: *Most/all of the introduction will be on here
 - A. Attention-Getter: (Do not say “my topic is”)
 - B. Listener Relevance/Significance: (why we should care)
 - C. Thesis Statement: (One sentence statement of topic)
 - D. Specific Preview: (Specific list of your 2-4 main points)

- II. Body of the Speech: *Written as an outline
 - A. Main Point: Two - three main points listed as complete sentences

- 1. (At least two supporting points for each main point)
 - 2.

Transition:

- B. Main Point
 - 1.
 - 2.

Transition

III. Conclusion:

- A. Summary: (A specific list reviewing your main points)
 - B. Clincher: (A closing statement linked back to your intro if possible. NOT “thank you”)

References: (Follow APA or MLA format)

SAMPLE OUTLINE:

Become a Resilient Teacher

Dr. Hest

COMM 415

- I. Introduction
 - A. Attention-Getter: According to a 2016 article from the National Public Radio website, approximately 200,000 teachers in the United States leave teaching every year. And it has only gotten worse. We are facing a teacher shortage and one of the major reasons is burnout.
 - B. Listener Relevance: We are all connected to education. It is in our personal best interest and in the best interest of the children of this country to find a way to address burnout. Not only at the level of public policy, but at a personal level.
 - C. Thesis Statement: Today I am going to discuss with you what it means to be a resilient teacher.

D. Preview: Specifically, I will discuss some of the issues in and out of the classroom that challenge us, define resilience, and offer suggestions for all of us to become more resilient - and, ultimately, more content with ourselves and our profession.

Transition: Let's get started....

II. Body

A. As educators, we are faced with both external and internal challenges on a daily basis.

1. Societal expectations.
 - a. Workload
 - b. Standards/Testing
2. Financial constraints.
 - a. Low teacher pay.
 - b. Reduced district resources.
3. Increased student needs.
 - a. Higher rates of both learning and emotional needs.
 - b. Higher numbers of students in the classroom.
 - c. Fewer paraprofessionals and other support.
4. Personal demands.
 - a. Our own families and outside demands.
 - b. Our own professional development.
 - c. Our own mental and physical health.

Transition: Second, what is a way to stay energized in this profession we love?

B. Resilience is something that we can learn and develop.

1. Definition of resilience.
 - a. "Resilience is the strength and speed of our response to adversity - and we can build it" (Sandberg & Adams, 2017, p. 10).
 - b. Resilience is the key to "bouncing back" in the face of challenge, dealing with everyday stress, and finding happiness. Stress reaction is directly connected to both our physical and mental health and our longevity. How we respond to these situations has a significant impact on our happiness and our quality of life.
2. The role of personality and genetics
3. Understanding what we have the power to change and what we do not.

Transition: Finally, how can we become more resilient?

C. Suggestions to become more resilient.

1. Skill sets (Afifi, 2018)
Positivity, Relational Maintenance, Communal Mindset, Social Networks, Stories of Past Resilience, Respect
2. Behaviors (Based on Afifi, 2018; Hanson, 2013; Sandberg & Adams, 2017)
 - a. Develop a core set of beliefs that nothing can shake. What is your motto? What is your teaching philosophy? Why are you here?

- b. Try to maintain a positive outlook - create a positive environment.
- c. Find a bit of time to do good - random acts of kindness.
- d. Take cues from someone who is especially resilient. Find a mentor.
- e. Don't run from things that scare you - face them. Do the worst thing on your "to-do" list first. Take a deep breath and get that conversation over with.
- f. Be quick to reach out for support when things go haywire. Build your network at school.
- g. Learn new things as often as you can. Don't forget you are a learner too! Knitting, Tai chi, curling, music.....
- h. Find an exercise routine that you will actually stick to - AND quiet time.
- i. Give yourself 24 hours to fuss about a mistake and then LET IT GO. Don't beat yourself up.
- j. Recognize what makes you uniquely strong and own it. What is your super power?
- k. Find something to love each day and in each student. Bring joy to your classroom - flowers, smiles, a joke, a story, your full attention.

Transition: In closing,

III. Conclusion

A. Summary: We have discussed some of the challenges that face today's educators, identified the skill of resilience as a response to frustration and burnout, and offered some ways to build our resilience.

B. Clincher: Research from the National Education Association tells us that 75% of teachers' health problems can be linked directly to stress. We need to be thoughtful in how we build our days, use our time, and channel our thoughts to become resilient. Remember - teaching is not a sprint, it's a marathon.

References

- Afifi, T.D. (2018). Individual/Relational Resilience. *Journal of Applied Communication Research*, 46, 5-9.
- Hanson, R. (2013). *Hardwiring Happiness*. New York, NY: Random House.
- National Education Association (2011). *neaTODAY*. Retrieved from <https://www.neatoday.org/2011/06/07/surviving-teacher-burnout-2>
- NPR (2016). *nprEd*. Retrieved from [https://www.npr.org/\(2016/09/15/frustration-burnout-attrition-its-time-to-address-the-national-teacher-shortage](https://www.npr.org/(2016/09/15/frustration-burnout-attrition-its-time-to-address-the-national-teacher-shortage)
- Sandberg, S., & Grant, A. (2017). *Option B: Facing Adversity, Building Resilience, and Finding Joy*. New York, NY: Alfred A. Knopf.