

# SOUNDS FROM THE PARK

## SPEAKING EXERCISE: TEACHERS' NOTES

### You will need:

- A stepladder, milk crate, or other raised platform
- A piece of white card and something to affix it to your platform
- Oranges cut into quarters and Fisherman's Friends (optional: traditional Speakers' Corner remedies for a dry throat!)

Start the activity indoors, but for best results take the class outdoors to a place where they can interact with the public.

After showing the **introduction to Speakers' Corner**

**PowerPoint**, inform the class that in the 1930s there were one hundred public speaking places in London alone. It wasn't just Hyde Park. Seeing "stump orators" declaiming in marketplaces and parks was a common sight.

**Ask the class to think of a name for their "platform,"** write it on the card and affix to the raised platform you've fashioned. Suggest they speak about: one thing they would do if they ruled the world or another issue they are passionate about.

**Give out the role cards** to prompt the students to contribute in various ways. Start the whole class clapping until somebody gets up to speak. This is very important; you cannot nominate people. The idea is for as many people as possible to get up on the platform and "smell the audience" for a minute or two. If someone gets up with nothing to say that's fine: the rest of the class should be encouraged to ask questions about the topic or statement they have written on their card.

**The role cards** are helpful for getting quiet students to speak up and "over-contributors" to say less. You will find that the group attains "functional anarchy" and the cards are unnecessary after a few turns. A persistent heckler is usually a frustrated speaker, so the natural response is, "you get up and do it then!"



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**Next prepare the class** to work on more structured speeches.

Show an example of a great speech: Charlie Chaplin's speech at the end of 'The Great Dictator' is a good example (and can be found on YouTube [here](#) or by searching). Ask the class; what makes this speech effective? What works about the beginning and end of the speech? Does the tone change throughout and how?

**Give out the speech worksheets**, which have some tips on them.

Give the class ten minutes to work on their speech; the resulting speeches could be filmed, recorded or performed in front of the class.

