Overview:
Provided here is a suggested structure for student presentations of their speeches.

Student Objectives:
- Deliver speech in front of an audience
- Provide feedback

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

Assessment:
- Student speeches
- Project Soapbox Peer Feedback

Common Core State Standards
CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

BEFORE CLASS BEGINS

Consider inviting people from your school staff, parents, and community members to be judges. Consider bringing in decision makers like the principal and local officials so your students can begin to build a relationship with them. Use the rubric to determine the winner.

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NOTE: When presenting Project Soapbox speeches about the issues they find most important, students may sometimes include narratives of personal trauma (e.g., abuse, 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 in the Appendix and at www.mikvachallenge.org/educators/online-resources/issues/. As a mandated reporter, you may also have to report if the student shared examples of current abuse.

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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.

NAME: _____ DATE: _____

Student Handout: Project Soapbox Peer Feedback

Speaker's name: **Topic:**

How well did the speaker define the problem? Explain.

What supporting evidence did the speaker provide to explain the importance of the issue?

What assets did they identify that could be used to address this issue?

What is the call to action?

Comment on opener/closer and rhetorical devices.

Comment on delivery (eye contact, volume, pacing, body lanuage, passion)

Project Soapbox Speech Rubric

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 (4)
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	P{rovides 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
	Student is expressive and demonstrates passion for the topic	Student is expressive and demonstrates interest in the topic	Student demonstrates interest in the topic	Student does not demonstrate interest in topic, or expressiveness is inappropriate (e.g., aggressive, silly, etc.)

Total:

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Comments: