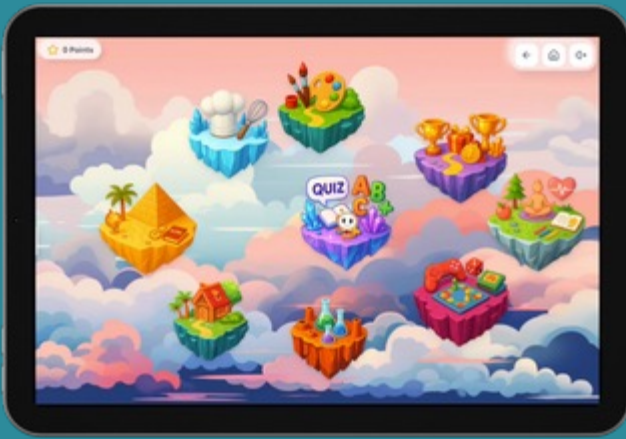


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Oral Presentations - Year 2

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CONFIDENT PRESENTER TOOLKIT



STAND READY

Balanced feet. Relaxed shoulders.



FRIENDLY EYE CONTACT

Look up and include everyone.



MATCH YOUR EXPRESSION

Let your face fit the message.



USE PURPOSEFUL GESTURES

Show size, order, and direction.



CLEAR VOLUME

Reach the back without shouting.



STEADY PACE

Give listeners time to follow.



POWERFUL PAUSE

Stop. Breathe. Let ideas land.



Try one tool, then another!

SHAPE A STRONG TALK

1



INTRODUCTION

Hook attention.

Name your topic.

Tell what listeners will learn

Starters:

Have you ever...?

Did you know...?

Today we will...

2



BODY

Show 2 or 3 key ideas.

Add a fact, detail or example.

Keep ideas in a sensible order.

Links:

First • Next • Also • Another idea

3



CONCLUSION

Signal the ending.

Restate the big idea.

Thank your audience.

Closers:

Finally...

To sum up...

Remember...

AMAZING AUDIENCE HABITS

1 FACE THE SPEAKER

Look towards the person sharing.



2 LISTEN CAREFULLY

Keep voices off and ears ready.



3 USE A CALM BODY

Stay settled so others can focus.



4 SHOW INTEREST

Smile, nod and react kindly.



5 APPLAUD THE EFFORT

Celebrate when the speaker finishes.



6 ASK A CONNECTED QUESTION

Use an idea you heard.



Great audiences help every speaker feel brave.

THOUGHTFUL QUESTIONS AND ANSWERS

QUESTION STARTERS



What did you enjoy most?



How did you learn that?



Why is it important?



Can you explain one detail?



What would happen next?



ANSWER IN 3 STEPS

1. LISTEN

Hear the whole question.



2. THINK

Pause and plan one clear sentence.



3. ANSWER

Respond in a full sentence.



UNSURE?

"I'm not sure yet, but I can find out."



Connect your question to an idea you heard.

QUICK TALK TOPIC CARDS



PREPARE

Cut apart the cards. Place them face down.

1. PARTNER PICK

Choose a card.
Think for 10 seconds.
Speak for 30 seconds.
Swap roles.



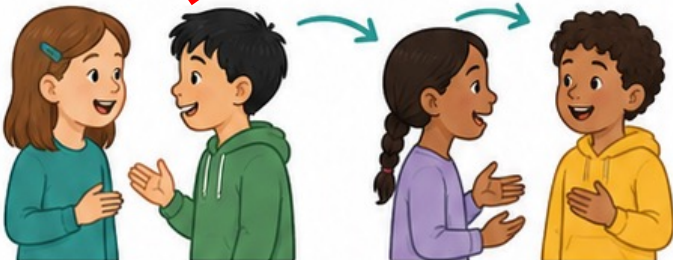
2. CIRCLE SWAP

Face a partner.
Choose a card.
Each person speaks.
Move to the place.



3. SNOWBALL SHARE

Speak with a partner.
Join another pair.
Share your idea again.



4. CALL A FRIEND

Choose a card.
Give a short talk.
Call the next speaker.



REMEMBER

Start with your topic.
Add two details.
Finish clearly.

QUICK TALK TOPIC CARDS – SET A

**A game I love
to play**



**My favourite
place**



**An animal I
know about**



**A food I would
recommend**



**Something I
can make**



**A helpful
classroom rule**



**My best weekend
activity**



**A person who
inspires me**



QUICK TALK TOPIC CARDS — SET B

**A skill
I can teach**



**A celebration
I enjoy**



**A book I
would share**



**The best way
to help a friend**



**A place in
our community**



**Something
I learned
recently**



**A problem
I solved**

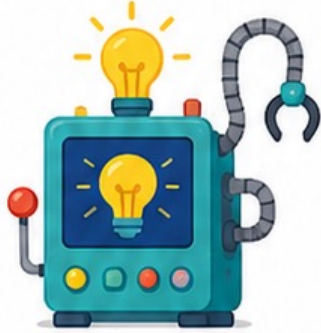


**My favourite
outdoor
activity**



QUICK TALK TOPIC CARDS — SET C

If I could
invent a
machine



A new
animal I
would
discover



The
perfect
class pet



How to
make a
rainy day
fun



A change
that would
help our
school



If my
backpack
could talk



The best
playground
design



A journey
to a
surprising
place



SEQUENCE AND SPEAK CHALLENGE



GOAL

- Put the cue cards in order.
- Rehearse the mini-talk.
- Present without reading every word.



PREPARE

- Cut apart each set.
- Mix the cards within one topic.



PLAY

1. Choose a topic.
2. Find the introduction.
3. Order the ideas.
4. Place the conclusion.
5. Rehearse with a partner.
6. Present the mini-talk.



SUPPORT

Use the topic labels.



CORE

Hide the topic labels.



EXTENSION

- Add one distractor.
- Use your own linking words.

Introduction → Body → Conclusion

SEQUENCE AND SPEAK – SET A



PETS

Next, every pet needs food, care and a safe home.



PLAYGROUNDS

What makes a playground fun?



PETS

Have you ever wished for a pet?



PLAYGROUNDS

Finally, the best playgrounds welcome all children.



PLAYGROUNDS

First, safe equipment gives us ways to move.



PETS

To sum up, choose a pet you can look after well.



PETS

First, pets can be good companions.



PLAYGROUNDS

Next, shade and open space help everyone play.

SEQUENCE AND SPEAK – SET B



RAINY DAYS

Next, gumboots and a raincoat make puddle walks fun.



HEALTHY SNACKS

Which snack gives you energy?



HEALTHY SNACKS

First, colourful fruit is easy to pack.



RAINY DAYS

Finally, rainy days bring different ways to play.



RAINY DAYS

What can make a rainy day special?



HEALTHY SNACKS

To sum up, choose a snack that helps you feel your best.



HEALTHY SNACKS

Next, water helps your body stay ready to learn.



RAINY DAYS

First, you can create art or build something indoors.

SEQUENCE AND SPEAK – SET C

DISTRACTOR



A rocket can
travel into
space.

CLASS HELPERS



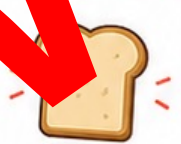
Next, kind words
help people feel
safe and included.

CLASS HELPERS



How can we make
our classroom
even better?

DISTRACTOR



Yesterday I ate
toast for
breakfast.

CLASS HELPERS



Even small
helpful choices
build a strong class.

DISTRACTOR



Purple is made
by mixing red
and blue.

DISTRACTOR



My favourite
ocean animal is
a dolphin.

CLASS HELPERS



First, everyone can
take care of shared
materials.

PAUSE THINK, SPEAK!



HOW TO PLAY

- 1 Roll and move.
- 2 Pick a card on a card space.
- 3 Think for 10 seconds.
- 4 Speak for 30 seconds.

! If you say "um",
move back one space.

PAUSE, THINK, SPEAK!

GAME DIRECTIONS



YOU NEED

- Game board
- One die
- Counters
- Prompt cards
- 30-second timer



SET UP

- Place all counters on START.
- Shuffle the cards.
- Put the cards face down.



YOUR TURN

1. Roll and move.
2. Follow the space.
3. On PICK A CARD, draw a card.
4. Think for 10 seconds.
5. Speak for 30 seconds.
6. On PAUSE, breathe and stay.

If you say "um", move back one space.



WIN

The first player to reach FINISH wins.

PAUSE, THINK, SPEAK! — PROMPT CARDS

**Describe
a hidden
treasure**



**Teach how
to make
a sandwich**



**Explain why
trees matter**



**Tell about
a brave
choice**



**Describe your
dream
playground**



**Recommend
a book or film**



**Explain how
to care for
a pet**



**Tell about
a surprising
sound**



**Describe the
perfect picnic**



**Teach a
playground
game**



**Explain one
classroom
improvement**



**Tell about
a place you
would explore**



Name: _____

Date: _____

TOPIC TREASURE MAP – BRAINSTORM

Think of three topics you know well. Add facts, examples or details on each island.

TOPIC ISLAND 1

My topic: _____

What I know:

1. _____
2. _____
3. _____
4. _____

TOPIC ISLAND 2

My topic: _____

What I know:

1. _____
2. _____
3. _____
4. _____

TOPIC ISLAND 3

My topic: _____

What I know:

1. _____
2. _____
3. _____
4. _____

PREVIEW

Next: compare your three topics on Page 2.

Name: _____

Date: _____



TOPIC TREASURE MAP – CHOOSE



Review Page 1. Compare your topics. Choose one that suits your audience and purpose.

TOPIC 1: _____

I know enough details. ☐ ☐ Yes / Not yet

My audience will care. ☐ ☐ Yes / Not yet

I can explain it clearly. ☐ ☐ Yes / Not yet

TOPIC 2: _____

I know enough details. ☐ ☐ Yes / Not yet

My audience will care. ☐ ☐ Yes / Not yet

I can explain it clearly. ☐ ☐ Yes / Not yet

TOPIC 3: _____

I know enough details. ☐ ☐ Yes / Not yet

My audience will care. ☐ ☐ Yes / Not yet

I can explain it clearly. ☐ ☐ Yes / Not yet

MY FINAL CHOICE

My topic: _____

My purpose: _____

My purpose: ☐ inform ☐ explain ☐ persuade

I chose this topic because:

One question I still have:



Name: _____

Date: _____

BUILD MY TALK — PAGE 1

Use short notes. You do not need full sentences yet.



MY TOPIC



MY AUDIENCE



MY PURPOSE



inform



entertain



persuade



OPENING HOOK

Try a question, surprising fact or funny story.



KEY POINT 1

Main idea: _____

A fact, detail or example:



KEY POINT 2

Main idea: _____

A fact, detail or example:

Continue on Page 2.

Name: _____

Date: _____

BUILD MY TALK — PAGE 2

Finish your plan. Then rehearse aloud.

KEY POINT 3

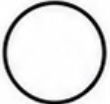


Main idea:

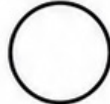
A fact, detail or example:

LINKING WORDS

first



next



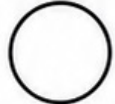
also



another idea



finally



CONCLUSION



Restate your main idea:

Thank your audience:

VISUAL OR PROP



I will use: _____

It helps by:

TIMING CHECK



Target: 1 to 2 minutes.

My time: _____

One change I will make:

Ready? Turn your notes into short cue cards.

Name: _____

Date: _____

CUE CARD CREATOR — PAGE 1

Write short dot points. Keep the cards low when you speak.



INTRODUCTION

Hook:

Topic:

Listeners will learn:



1

BODY POINT 1

Link word: _____

Main idea:

Fact, detail or example:

Name: _____

Date: _____

CUE CARD CREATOR – PAGE 2

Write short dot points. Keep the cards low when you speak.

②

BODY POINT 2



Link word: _____

Main idea: _____

Fact, detail or example: _____

③

CONCLUSION



Closing words: _____

Big idea to remember: _____

Thank your audience: _____

VOICE AND BODY PRACTICE LAB – PAGE 1

Name: _____

Date: _____

Write the best word from the box beside each clue. Use each word once.

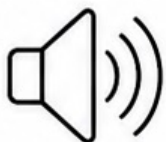
WORD BANK

Volume Pace Pause Posture Eye Contact Gesture

1. I help your voice reach every listener. _____
2. I am how quickly or slowly you speak. _____
3. I give listeners a moment to think. _____
4. I show a balanced ready body. _____
5. I help you connect with the audience. _____
6. I use hands or arms to support an idea. _____

BONUS

Circle two tools you will practise.



VOICE AND BODY PRACTICE LAB – PAGE 1

Name: ANSWERS

Date: _____

Write the best word from the box beside each clue. Use each word once.

WORD BANK

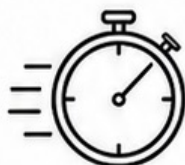
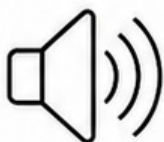
Volume Pace Pause Posture Eye Contact Gesture

1. I help your voice reach every listener. Volume
2. I am how quickly or slowly you speak. Pace
3. I give listeners a moment to think. Pause
4. I show a balanced ready body. Posture
5. I help you connect with the audience. Eye Contact
6. I use hands or arms to support an idea. Gesture

BONUS

Circle two tools you will practise.

Answers will vary.



VOICE AND BODY PRACTICE LAB — PAGE 2

Name: _____

Date: _____

Circle A or B. Choose the action that helps the speaker most.

1. The room cannot hear.

☐ A Speak a little louder.

☐ B Look at your shoes.

2. The speaker is rushing.

☐ A Speed up.

☐ B Slow down and pause.

3. Cue cards cover the speaker's face.

☐ A Lower the cards.

☐ B Hold them higher.

4. An important idea sounds flat.

☐ A Change pitch and stress key word.

☐ B Whisper every word.

5. The speaker is fidgety.

☐ A Plant your feet and relax your shoulders.

☐ B Turn away.

6. The audience looks confused.

☐ A Keep racing.

☐ B Pause and explain clearly.

EXPLAIN ONE CHOICE

I chose number _____ because _____

VOICE AND BODY PRACTICE LAB — PAGE 2

Name: ANSWERS Date: _____

Circle A or B. Choose the action that helps the speaker most.

1. The room cannot hear.

☒ A

Speak a little louder.

☐ B

Look at your shoes.

2. The speaker is rushing.

☐ A

Speed up.

☒ B

Slow down and pause.

3. Cue cards cover the speaker's face.

☒ A

Lower the cards.

☐ B

Hold them higher.

4. An important idea sounds flat.

☒ A

Change pitch and stress key word.

☐ B

Whisper every word.

5. The speaker fidgets.

☒ A

Plant your feet and relax your shoulders.

☐ B

Turn away.

6. The audience looks confused.

☐ A

Keep racing.

☒ B

Pause and explain clearly.

EXPLAIN ONE CHOICE

I chose number 2 because Slowing down helps listeners follow.

KIND FEEDBACK STARS

Name: _____

Speaker: _____

Topic: _____



Listen closely. Tick what the speaker did well.

- ☐ Clear beginning, middle and ending
- ☐ Voice reached the audience
- ☐ Pace was easy to follow
- ☐ Eye contact included listeners
- ☐ Gestures supported ideas

TWO STARS



One strength I noticed:

One strength I noticed:

ONE KIND NEXT STEP

A helpful next step is:

MY PRESENTER REFLECTION

Name: _____ Date: _____

Think about your presentation. Be honest and kind to yourself.

MY SELF-RATING

	☐ Not yet	☐ Getting there	☐ Yes!
I organised my ideas.	☐	☐	☐
I used a clear voice.	☐	☐	☐
I looked towards listeners.	☐	☐	☐
I used helpful body language.	☐	☐	☐



MY EVIDENCE

Some things I did well:



MY PROUD MOMENT

I felt proud when:



MY NEXT GOAL

Next time I will:

MY MINI EXPERT TALK – ASSESSMENT

Name: _____

Date: _____

TASK

Plan and deliver a 1–2 minute talk that teaches your class about a familiar topic.

My topic: _____

My audience: _____

My purpose: _____

YOUR TALK MUST HAVE

☐ An inviting introduction



☐ Two or three clear key ideas



☐ A strong conclusion



☐ Clear volume and steady pace



☐ Eye contact and purposeful body language



☐ One thoughtful answer after your talk



PREPARATION PLAN

☐ Plan completed



☐ Cue cards ready



☐ Visual or prop ready



☐ Rehearsed aloud



☐ Time checked

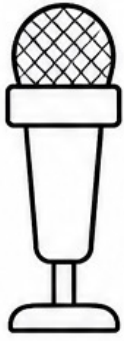


Presentation date: _____

MY MINI EXPERT TALK — EVIDENCE

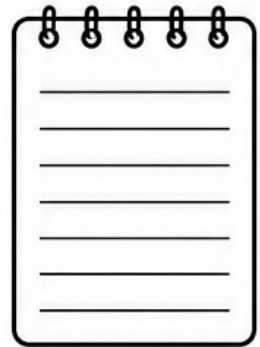
Name: _____

Date: _____



STUDENT PRESENTATION-DAY CHECK

- ☐ I brought my cue cards.
- ☐ I brought my visual or prop if needed.
- ☐ I took a slow breath.
- ☐ I thanked the audience.

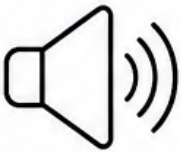


TEACHER OBSERVATION



STRUCTURE AND IDEAS

Evidence: _____



VOICE

Evidence: _____



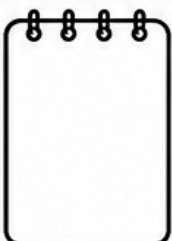
BODY LANGUAGE

Evidence: _____



AUDIENCE AND QUESTIONS

Evidence: _____



OVERALL NOTES

ORAL PRESENTATION RUBRIC

Name: _____ Date: _____ Topic: _____

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
STRUCTURE AND IDEAS	Ideas are hard to follow. Parts are missing.	Some ideas are clear, but more order and detail.	Clear introduction, body and conclusion with relevant details.	Ideas are well ordered, detailed and easy to follow.	Ideas are purposeful, engaging and smoothly connected.
VOICE	Often too soft, fast or unclear.	Sometimes clear; volume or pace is uneven.	Clear volume and pace most of the time.	Voice is clear, expressive and well paced.	Voice choices strengthen meaning and hold attention.
BODY LANGUAGE	Rarely faces or connects with listeners.	Some ready posture, eye contact or gestures.	Uses posture, eye contact and helpful gestures.	Body language is natural, purposeful and confident.	Body language strengthens every part of the message.
AUDIENCE AND QUESTIONS	Needs support to listen or answer.	Listens and gives a brief answer with support.	Listens respectfully and answers a question clearly.	Responds thoughtfully and connects with the audience.	Responds with insight and builds strong audience connection.

Oral Presentations

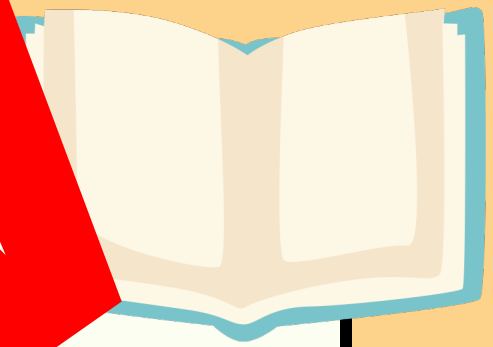


What is an oral presentation?

An oral presentation is a short talk shared with an audience.

It has a clear beginning, middle and ending.

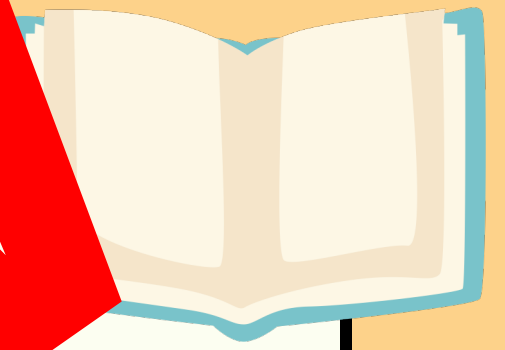
The speaker uses words, voice and body language to help listeners understand.



Learning intention

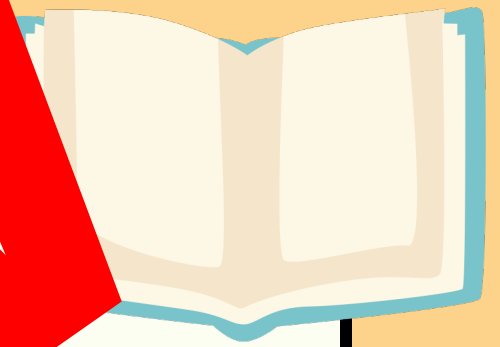
We are learning to plan, rehearse and deliver a short presentation about a familiar topic.

We will use a clear voice, helpful body language and an organised structure.



Success criteria

- I can
- organise a presentation, body and conclusion
 - speak clearly at a steady pace
 - look towards my audience
 - use short cue-card reminders
 - listen and respond respectfully

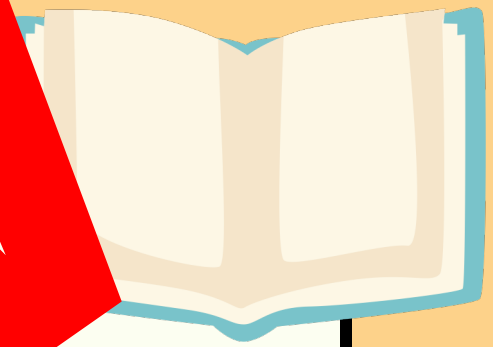


Brave speaker mindset

Feeling a little nervous is normal.

Plant both feet, relax your shoulders and take one slow breath.

Tell yourself: "I am prepared. I can share one idea at a time."



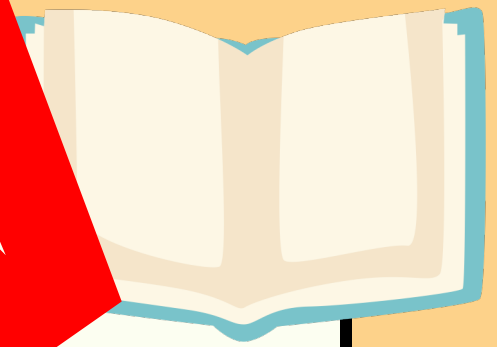
Stand ready

Face your audience

Stand tall with balanced feet and relaxed shoulders.

Keep your hands ready for natural gestures.

A steady body helps your voice sound confident.



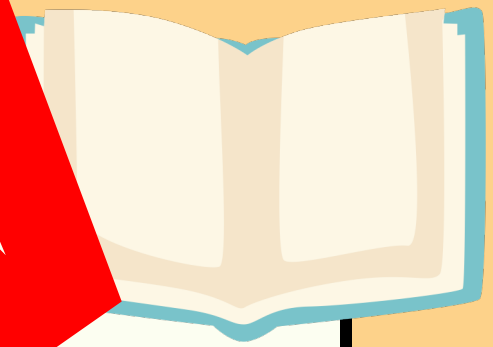
Friendly eye contact

Lift your eyes from your cards.

Look at one friend at a time, then another.

If eye contact feels tricky, look near a listener's eyebrows.

Remember to include the whole audience.



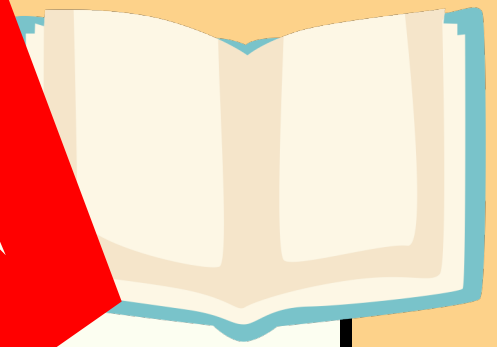
Expression and gestures

Let your face match your message.

Smile when an idea is joyful and look thoughtful when it is serious.

Use simple hand movements to show size, order or direction.

Keep every gesture purposeful.

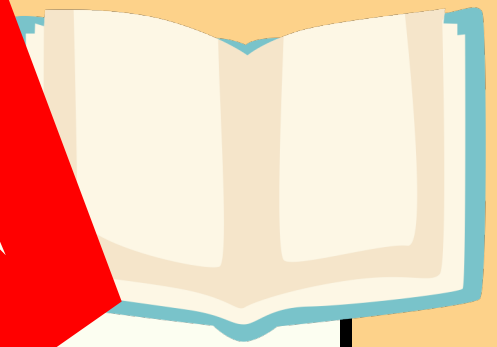


Voice tool: volume

Use a voice that reaches the back of the room without shouting.

Check: Can every one hear each word?

Make important words slightly stronger.

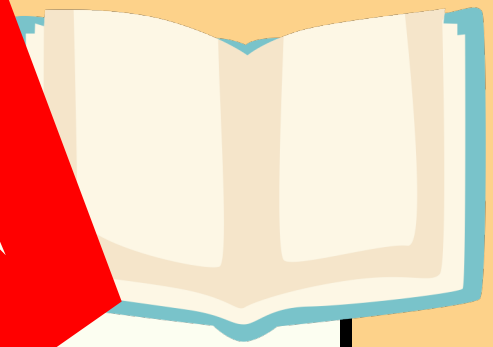


Voice tool: pace and pause

Speak slowly enough for listeners to follow.

Pause after an important idea or before a new section.

A calm pause is powerful—it gives everyone thinking time.

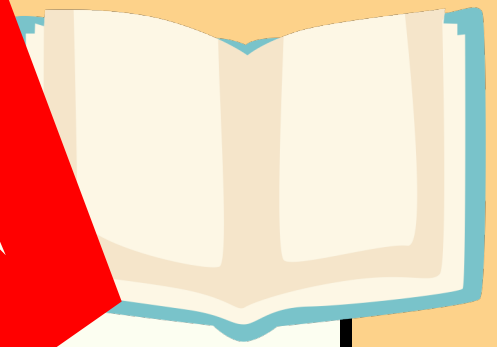


Voice tool: pitch and emphasis

Change your pitch so your voice sounds interested, not flat.

Stress the words that carry the main message.

Try saying: "This was the BEST part!"

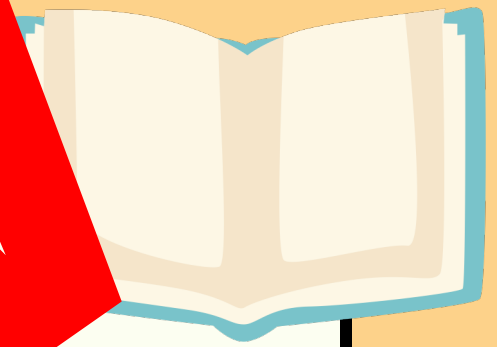


Choose a topic you know

Pick something familiar, useful & exciting.

Ask: What do I already know? What can I explain clearly?

Strong Year 2 topics include a hobby, animal, place, object or helpful skill.

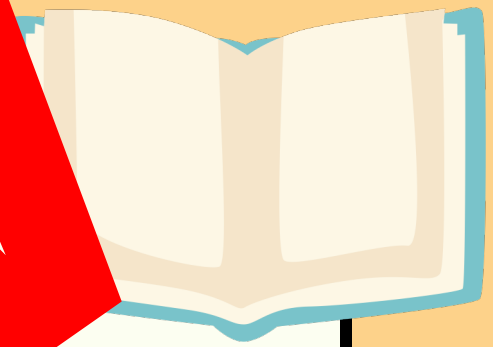


Audience and purpose

Who will listen—classmates, younger students, or families?

Are you explaining, informing or persuading?

Choose words and details that will make sense to those listeners.

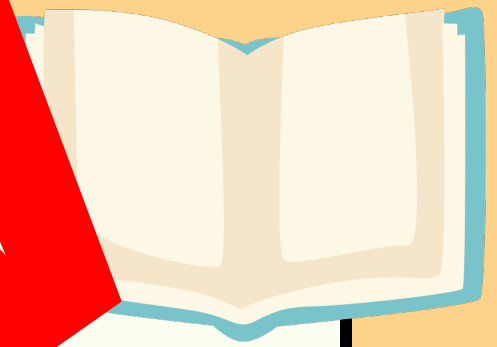


Invite listeners in

Your introduction names the topic and catches attention.

Try a question, a surprising fact or a tiny story.

Then tell listeners what they will learn.

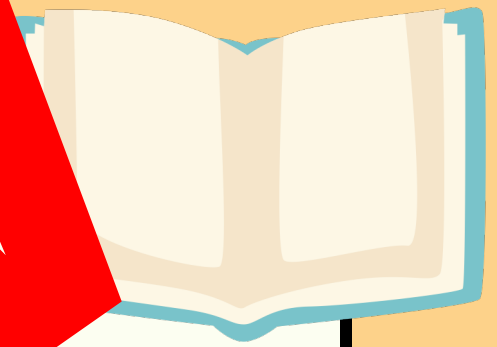


Build the middle

Share two or three key ideas in a consistent order.

Give a fact, detail, or example for each idea.

Keep every sentence connected to your topic.



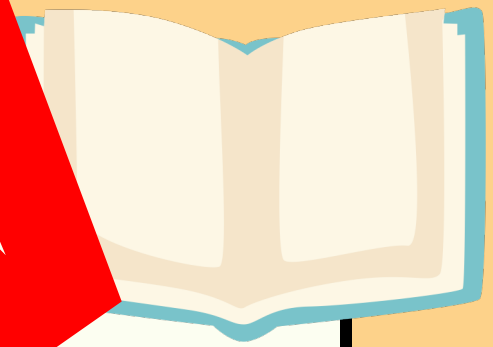
Finish with impact

Signal that you're ending.

Restate your most important message in fresh words.

Try: "To sum up..." "The big idea to remember is..."

Thank your audience.



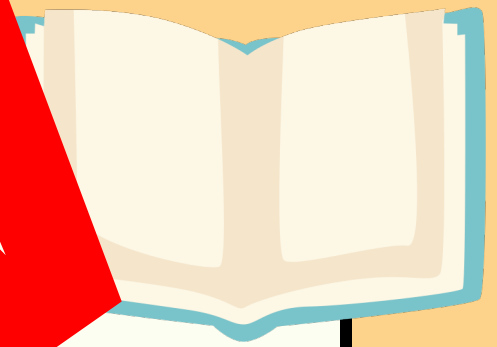
Link your ideas

Use sequencing words to guide listeners.

Beginning: first, to begin, the important idea

Middle: next, also, another reason

End: finally, to sum up, remember



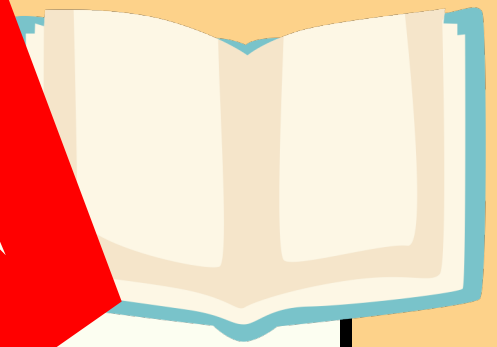
Make useful cue cards

Write short dot points, not even sentences.

Use one card for each section.

Number the cards and write large enough to glance quickly.

the cards low so your face stays visible.

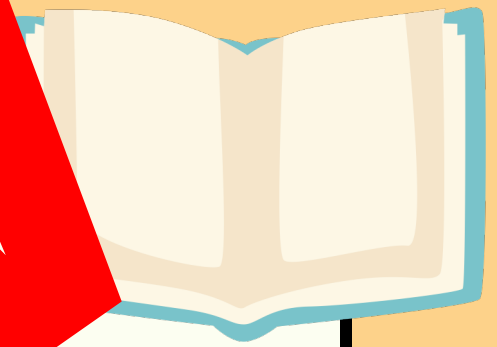


Helpful visuals and props

A picture, object or simple diagram can make an idea clearer.

Choose only what supports your message.

Hold it where everyone can see, then return attention to your audience.



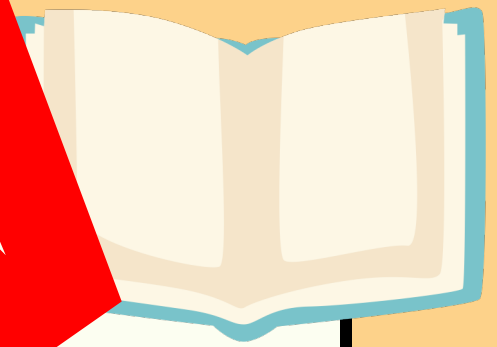
Rehearse, time, improve

Practise aloud more than once.

Check your content, vocabulary, contact and timing.

Ask a partner for one strength and one next step.

Make a small improvement, then rehearse again.



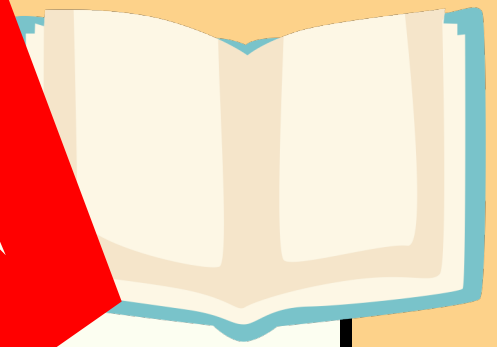
Be an amazing audience

Turn your body towards the speaker.

Listen without side conversations.

Show interest with a calm face and still body.

Appreciate the effort and respond kindly.



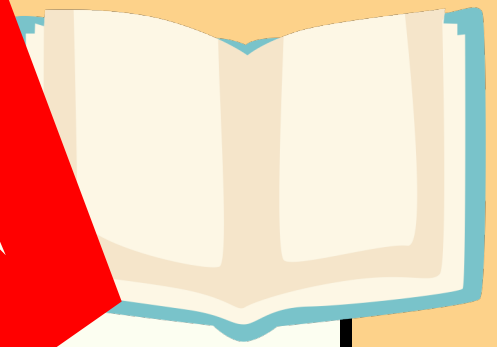
Questions and answers

Listen to the whole question.

Pause and think before answering in a full sentence.

If you are unsure, say "I'm not sure yet, but I can find out."

Ask questions that connect to what the speaker shared.





Well Done!



Oral Presentations

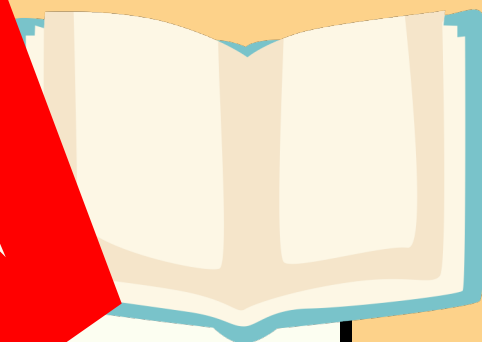
Quiz



Question 1 • Multiple choice

What is the BEST reason to give an oral presentation?

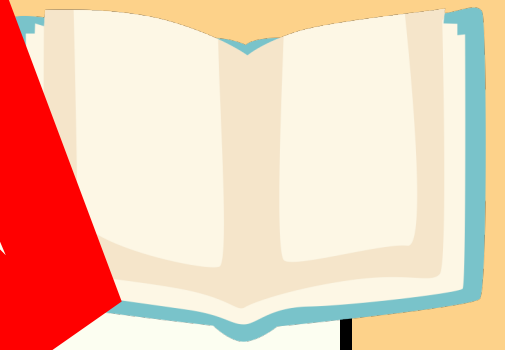
- A. To speak as fast as possible
- B. To share organised ideas clearly
- C. To read every word from a card
- D. To avoid looking at listeners



Answer 1

B. To share and organise ideas clearly.

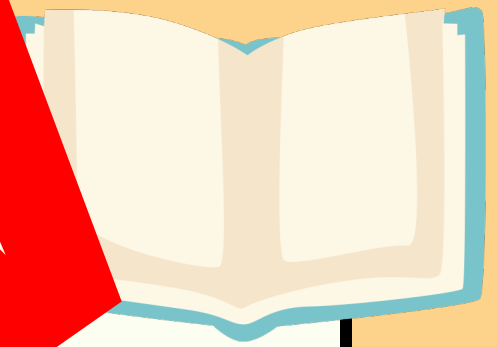
A presentation helps an audience to understand a speaker's message.



Question 2 • True or False

A respectful audience may whisper while the speaker is talking.

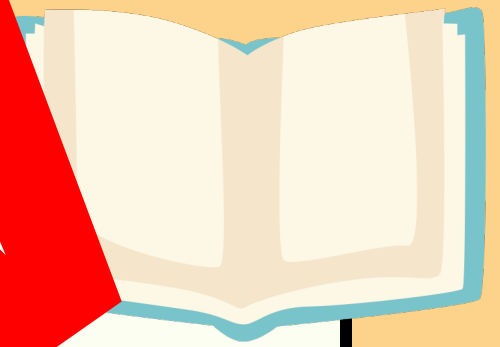
TRUE or FALSE?



Answer 2

FALS

Respectful listeners face the speaker, listen quietly and save comments for the right time.



Question 3 · Short answer

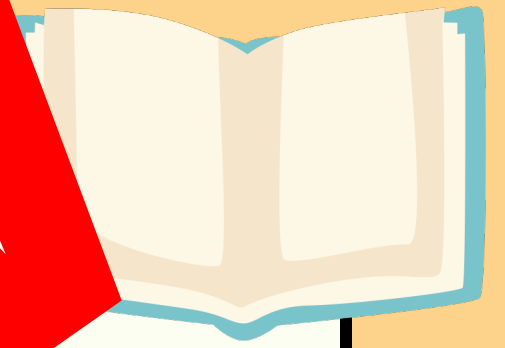
Name TWO voice tools that can help a presenter speak clearly.



Answer 3

Possible answers: volume, pace, pause, pitch, emphasis.

Any two correct usage terms earn the point.



Question 4 · Multiple Choice

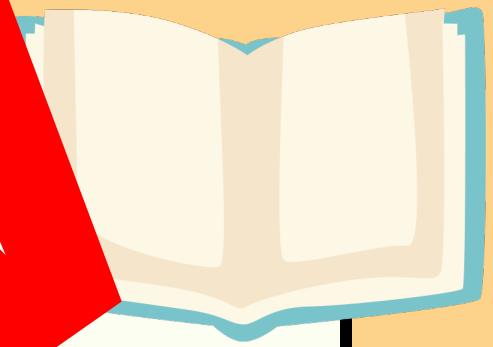
Which opening is most likely to interest listeners?

A. "Unlabeled for now."

B. "My topic is stuff."

C. "Have you ever wondered how bees talk?"

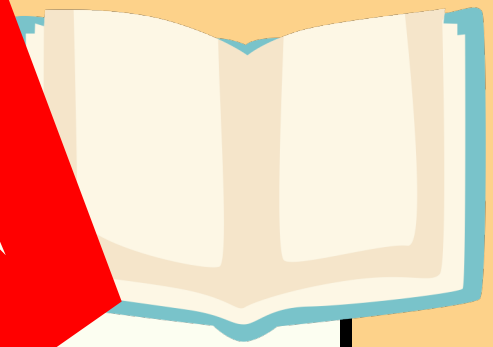
D. "That is all."



Answer 4

C. “Have you ever wondered how bees talk?”

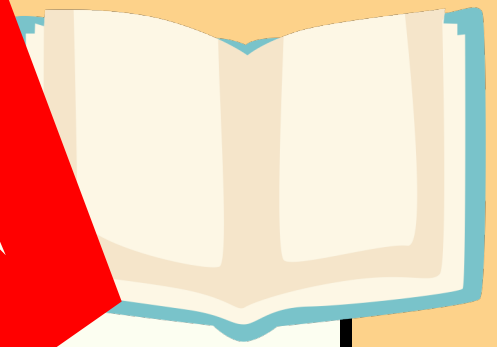
A focused question invites the audience to think about the topic.



Question 5 • True or False

Cue cards should contain every sentence of the presentation.

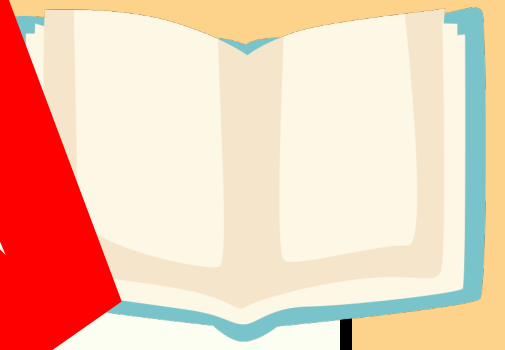
TRUE or FALSE?



Answer 5

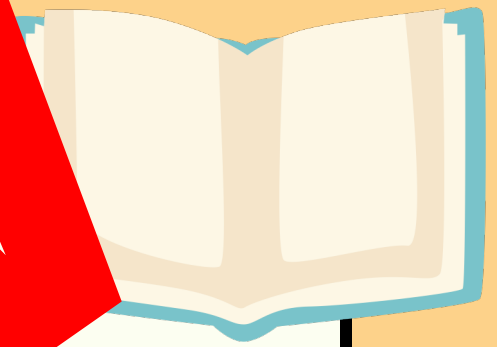
FALS

Useful cue cards contain short clues that remind the speaker what comes next.



Question 6 · Short answer

Write the three main parts of a presentation in order.



Answer 6

Introduction → Body → Conclusion



Question 7 · Multiple choice

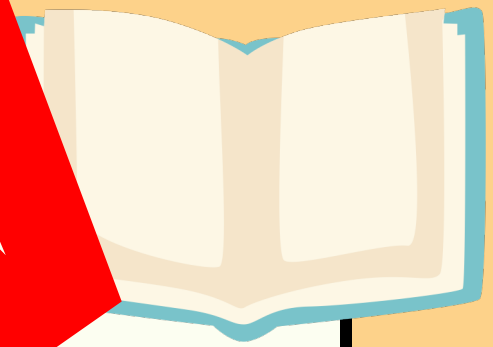
Which body language helps a presenter?

A. Turning away from the audience

B. Hiding behind cue cards

C. Holding a ball and using purposeful gestures

D. Looking at the floor the whole time



Answer 7

C. Standing tall and using purposeful gestures.

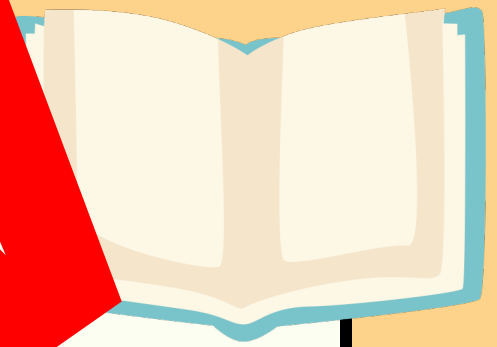
Confident posture and natural gestures support the message.



Question 8 • True or False

Thoughtful questions come from listening carefully to the speaker.

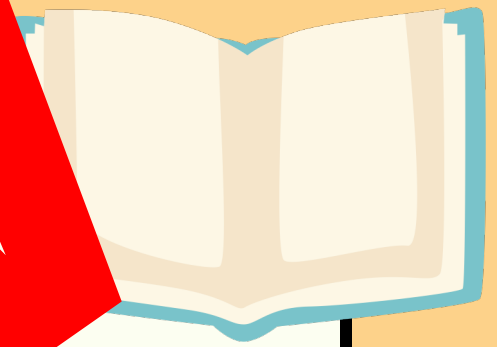
TRUE or FALSE?



Answer 8

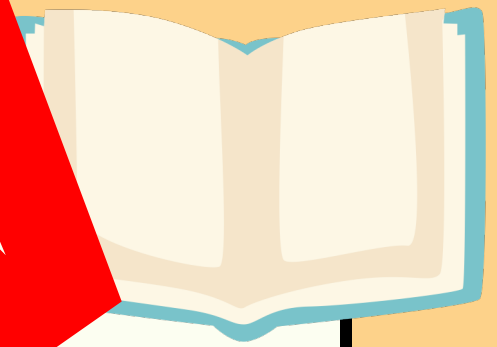
TRUE

A thoughtful question connects to a topic the speaker actually shared.



Question 9 • Short answer

What could you say if you do not know the answer to an audience question?



Answer 9

A suitable response is: "I'm not sure yet but I can find out."

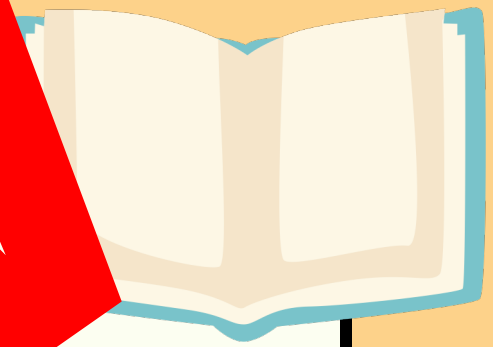
It is honest, calm and respectful.



Question 10 · Multiple choice

What is the BEST research plan?

- A. Read content once
- B. Practise loud, fix the tone and improve one part
- C. Change topic just before speaking
- D. Skip the conclusion



Answer 10

B. Practise aloud, time the task and improve one part.

Rehearsal helps a speaker notice what to refine.





Well Done!

