

主题班会演讲稿怎么写：称呼、三部分、致谢一步不落

我的老师主题班会演讲稿，题目是谢谢您，我的老师，这种演讲稿不难写，因为它自带一副固定的骨架：开头有称呼，中间有三个部分，结尾有致谢。把这副骨架填上真实的材料，就是一篇合格的演讲稿。

先说开头的称呼。标准写法是一行：敬爱的老师、亲爱的同学们，大家好！紧接着用一句话点题，比如今天我发言的题目是谢谢您，我的老师。不要绕一大圈铺垫，演讲稿不是记叙文，听众就坐在你面前，开口就要让他们知道你要讲什么。

中间三个部分是这道题目的硬性要求，每个部分都要用具体的事来写。第一部分写你被老师帮助的经历。只写一件事，不要写三件：你当时卡在哪里，老师做了什么，之后有什么变化。用第一人称我，把时间、地点、老师说过的那句话写清楚。写老师认真负责，这是空评价；写那天放学后老师蹲在我课桌旁边，把三道错题一道道讲到我敢自己上黑板做为止，这才是事实。

第二部分写全班同学的共同回忆。视角从我换成我们，挑一件全班都经历过的事：一起输掉的运动会，老师嗓子哑了还坚持讲课的那节课，教室后墙黑板上每天换一行字的板书。判断材料选得对不对，就看一个标准：台下超过一半的同学能不能想起来。能想起来，这部分就立住了。

第三部分给老师送祝福，直接对老师说你。祝福要具体：别说祝您健康长寿这种谁都能说的话，换成希望您这学期嗓子别再哑了，希望您偶尔也能按时下班，希望您知道您在后黑板写的每一行字都有人认真读过。

最后结尾致谢，一句话就够：我的发言完了，谢谢大家。不要再补两段总结，听众的耐心到这里已经用完了。

整篇还要注意口语化。第一，写短句，不写套了三层从句的长句，书面语可以用标点救，口头语救不了，一口气读不完的句子在台上必卡壳。第二，写完自己出声读一遍，哪里喘不上气就把哪里拆成两句。字数控制在六百字上下，讲出来大约三分钟，是班会最合适的长度。

How to Write a Class Meeting Speech About Your Teacher

A class meeting speech about your teacher is not hard to write. The title Thank You, My Teacher comes with a fixed skeleton: a greeting at the start, three required parts in the middle, and thanks at the end. Fill the skeleton with real material and you have a passing speech.

Start with the greeting. The standard form is Dear teachers and classmates, hello, followed by one sentence that states the topic. Do not build a long warm-up. A speech is not an essay; the audience sits right in front of you, so get to the point.

The middle has three parts. The first is a time the teacher helped you. Write one event, not several: what trouble you were in, what the teacher did, what changed

afterwards. Use the word I, and name the time, the place and the exact words the teacher said. Saying the teacher is responsible is an empty comment; saying the teacher squatted beside my desk after school and went through my three wrong sums one by one until I dared work at the blackboard alone is a fact.

The second part is a memory the whole class shares. Switch from I to we. Pick something every student lived through: the sports meet you lost together, the lesson the teacher taught with a hoarse voice, the line of writing the teacher changed daily on the back blackboard. Judge the material by one standard: can more than half the audience remember it. If they can, this part stands.

The third part is a blessing spoken directly to the teacher, using you. Make it concrete. Instead of wishing for eternal health, wish that the teacher's voice will not go hoarse again this term, that the teacher can leave school on time sometimes, and that the teacher should know every line on the back blackboard was read carefully by someone.

End with thanks in one line: That is the end of my speech. Thank you. Do not add two more paragraphs of summary; the audience has run out of patience by then.

Two rules for the spoken style. Write short sentences, because writing can be rescued by punctuation but speaking cannot be rescued by breath. And read the draft aloud once yourself: anywhere you run out of breath, cut it into two sentences. Around six hundred Chinese characters is about three minutes of speaking, the right length for a class meeting.

范文《谢谢您，我的老师》及逐段点评：六百字演讲稿长什么样

下面是一篇约六百字的班会演讲稿范文，讲完约三分钟。每段后面附一句点评，说明这一段完成了什么任务，写自己的稿子时可以对照。

演讲稿正文：敬爱的老师、亲爱的同学们，大家好！今天我发言的题目是谢谢您，我的老师。

点评：两行搞定称呼和点题，没有多余的客套。

正文：我想先讲一件只跟我有关的事。去年十一月，我的数学成绩掉到了班级倒数，那段时间我一上数学课就盯着课本发呆，不敢举手，怕答错同学笑。是王老师发现了我不对劲。有一天放学，她把我叫到讲台边，我以为要挨批评，她却只问我一句：你是不会做，还是不敢做？我愣了半天，说了实话。之后的两个星期，她每天放学留我十分钟，只讲我做错的题，不讲新内容，而且每次讲完都让我自己把题再讲一遍给她听。第十二天的课堂练习，我第一次主动举手，做对了最后一道大题。

点评：被帮助的经历只写一件事，有低谷、有老师那句原话、有变化。敢不会做还是不敢做这句原话是全段的关键，比写老师耐心地辅导我有力得多。

正文：不过，老师为我们做的很多事，是我们全班一起记得的。记得吗，五月运动会接力赛，我们棒掉了，拿了最后一名，回教室的路上没人说话。是李老师等在教室门口，说了一句输就输了，明年再来，那天她自己的嗓子已经哑得快说不出话。还有教室后墙那块小黑板，每天早晨都换一行字，有时是一句诗，有时是一句今天也要精神点。我们毕业以后，可能记不住所有公式，但很多人会记得那行字。

点评：共同回忆部分把人称换成了我们，两件小事都是全班经历过的，用记得吗开头直接跟台下互动，这是演讲稿才有的写法。

正文：最后，请允许我代表全班同学，对老师说几句心里话。老师，谢谢您。希望您这个学期嗓子不要再哑，希望您也能偶尔按时下班，希望您知道，您写在后黑板上的每一行字，都有人认认真真读过。

点评：祝福用你对老师直接说，三句祝福都具体，最后一句回扣了前面的黑板细节，前后呼应。

正文：我的发言完了，谢谢大家。

点评：致谢一行收尾，干净。全文从头到尾没有一句在这个快节奏的时代式的空话，所有段落都有具体的事、具体的人、具体的话，这就是六百字演讲稿能站住的原因。

A Sample Speech Thank You My Teacher With Paragraph Notes

Below is a sample class meeting speech of about six hundred Chinese characters, roughly three minutes when spoken. After each paragraph comes a one line note explaining what job that paragraph does, so you can compare it with your own draft.

Speech text: Dear teachers and classmates, hello. Today my topic is Thank You, My Teacher.

Note: greeting and topic done in two lines, no wasted politeness.

Text: First, a story that belongs only to me. Last November my math score fell to the bottom of the class. I stared at the textbook in math class and never raised my hand, afraid a wrong answer would make classmates laugh. It was Mr Wang who noticed something was off. One day after school he called me to the front of the room. I expected a scolding. Instead he asked one question: is it that you cannot solve them, or that you dare not? I froze, then told the truth. For the next two weeks he kept me ten minutes after school every day, going over only my mistakes, never new lessons,

and each time he made me explain the problem back to him. On the twelfth day, during class practice, I raised my hand for the first time and solved the hardest big question.

Note: one event only, with a low point, the teacher's exact words, and a change. The quoted question dare not versus cannot do is the hinge of the whole paragraph; it is far stronger than the teacher patiently helped me.

Text: But many things our teacher did are memories the whole class shares. Remember the relay race at the May sports meet? We dropped the baton and finished last. Nobody talked on the walk back. Mr Li was waiting at the classroom door and said only: we lost, so we lost, next year again. That day her voice was already almost gone. And remember the small blackboard on the back wall, with a new line written every morning, sometimes a line of poetry, sometimes a line saying stay sharp today. After we graduate, we may forget the formulas, but many of us will remember that line.

Note: the shared memory part switches from I to we. Two small events the whole class lived through, and the phrase remember the relay race talks straight to the audience, a move only a speech can make.

Text: At the end, let me say a few words from all of us. Teacher, thank you. We hope your voice will not go hoarse again this term. We hope you can leave school on time now and then. And we hope you know that every line you wrote on the back blackboard was read carefully by someone.

Note: the blessing speaks to you directly, three concrete wishes, and the last one calls back to the blackboard detail from earlier, closing the loop.

Text: That is the end of my speech. Thank you.

Note: one line of thanks, clean finish. From start to finish there is no empty filler sentence. Every paragraph has a real event, a real person, real words. That is why a six hundred character speech can stand on its feet.

老师主题演讲稿最容易翻车的五个地方

班会演讲稿翻车，往往不是因为沒有感情，而是感情用错了方法。下面五个毛病在谢谢您，我的老师这类演讲稿里出现频率最高，每个都给出改法。

毛病一：空话堆砌。全文都是老师像蜡烛、像园丁、像明灯，沒有一件具体的事。听众听到第二个比喻就开始走神。改法：给自己立一条硬规矩，蜡烛园丁明灯一个都不许用，每写一段评

价，就必须配一件能说出时间地点的事。删掉所有比喻之后，剩下的事够不够撑六百字，不够就再去回忆。

毛病二：被帮助的经历写成流水账。从老师帮我补课第一天写到第十五天，每天一样写一句，像值日记录。改法：只保留三个场面，最难堪的时候、老师做关键动作的那一次、我发生改变的那一刻，中间的过程全部用一句话带过。演讲稿的篇幅要花在情绪转折上，不是花在日程上。

毛病三：共同回忆不共同。写的是我同桌和我两个人的事，或者只有前排同学看得见的细节，台下大半人想不起来，这部分就失效了。改法：选材料时问自己，这件事全班多少人经历过，少于二十人的换掉。接力赛输了、老师哑着嗓子上课、后黑板每天一行字，这种全班都在场的记忆才有资格进这一段。

毛病四：祝福假大空。结尾祝您身体健康、工作顺利、万事如意，三连排比，像颁奖词，不像学生说的话。改法：把祝福改成只有你们班才说得出口的话。老师有什么具体的辛苦，就祝那件事别再发生；老师有什么具体的习惯，就提那个习惯。越具体越像真的，越通用越像抄的。

毛病五：格式丢件。上台一激动，称呼忘了，或者结尾没有致谢就下去了，而这类题目的要求里开头称呼和结尾致谢是明写的硬性项，漏掉直接扣分。改法：把称呼和致谢当成演讲稿的门和窗，写稿时先写这两行再写中间，背稿时这两句必须做到零失误，因为它们是最先和最后被听众听到的部分。

最后提醒一个考场外的细节：演讲稿写完一定要出声排练。默读时顺的句子，台上可能喘不上气；排练时卡壳的地方，就是正式发言时翻车的地方。改句子不如改呼吸，短句才是演讲稿的好朋友。

Five Ways a Teacher Themed Speech Usually Fails

Class meeting speeches usually fail not because the writer lacks feeling, but because the feeling is delivered the wrong way. These five faults appear most often in Thank You, My Teacher type speeches. Each one comes with a fix.

Fault one: piles of empty praise. The whole text says the teacher is like a candle, a gardener, a beacon, with not one specific event. Listeners drift away at the second metaphor. Fix: ban candles, gardeners and beacons completely. Every time you write a compliment, you must attach one event with a time and a place. After deleting all the metaphors, check whether the remaining events can carry six hundred characters. If not, go dig for more memories.

Fault two: the help story reads like a duty roster. It runs from day one to day fifteen of tutoring, one sentence per day. Fix: keep only three scenes, the most embarrassing moment, the one time the teacher did the key thing, and the moment you changed. Compress everything in between into a single sentence. Speech space belongs to emotional turns, not to schedules.

Fault three: the shared memory is not shared. You wrote about something only you and your deskmate experienced, and most of the audience cannot recall it, so the part collapses. Fix: when choosing material, ask how many students lived through it; replace anything below twenty. Losing the relay race together, the teacher lecturing with a hoarse voice, the daily line on the back blackboard, memories where the whole class was present, those qualify.

Fault four: inflated blessings. The ending wishes for good health, smooth work and everything going well, a triple parallel that sounds like an award citation, not a student. Fix: rewrite the blessing so that only your class could say it. If the teacher has a specific hardship, wish it away. If the teacher has a specific habit, mention that habit. Specific sounds real; generic sounds copied.

Fault five: missing format pieces. Nerves on stage make you forget the greeting, or you leave without thanks, while the topic explicitly requires a greeting at the start and thanks at the end, and missing them costs points directly. Fix: treat the greeting and the thanks as the door and the window of the speech. Write those two lines first, before the middle. When memorizing, make those two lines error free, because they are the first and last things the audience hears.

One last detail outside the writing itself: always rehearse the speech out loud. A sentence that reads smoothly in silence may leave you breathless on stage, and wherever you stumble in rehearsal is exactly where you will crash in the real speech. Short sentences are a speech's best friend.