

### ESTIMATED TIME

3 class periods

### PREREQUISITES

- This lesson is meant for the end of the internship/school year.
- Appropriate technology (i.e. computers, printers, projectors, laser pointers, etc.) for some sections

### RESOURCES AVAILABLE

- *Public Presentation Rubric*
- *Public Speaking Basics* presentation
- *Multimedia Presentation Basics* presentation
- *Elements of a Good Speech Rubric*
- *Public Presentation Planning Guide*
- *Peer Feedback Form*
- *Research Topic List*

### ACROSS THE CURRICULUM

Students are often called upon to do presentations in their courses. This lesson demystifies the components of a good presentation by focusing on feedback, revision, and practice.

## LESSON GOAL

Develop strategies for a well organized, practiced, planned, and prepared public presentation.

## Essential Question

How can I use effective communication to prepare a presentation of my experiences?

## Student Expectations

1. Participate in a discussion about public speaking.
2. View and discuss one or more famous speeches and presentation strategies and tips.
3. Develop a presentation based on guidelines.
4. Practice their presentation in a lower risk setting to ensure proper time management, material use, transitions, voice quality, content, and closure.
5. Give feedback to another student on his or her presentation.
6. Revise presentation to include feedback from peers, self, and advisor.
7. Perform their presentation in front of a larger and higher risk audience.
8. Reflect on the presentation process, execution, and connection with the material and audience.

## LESSON OBJECTIVES

1. Understand the preparation, practice, and revision that go into a successful presentation.
2. Develop and improve public speaking skills.
3. Demonstrate the ability to speak well in front of others.

## RATIONALE

This lesson is designed for students to demonstrate their learning from their internship and/or school year to an audience of peers, teachers, advisor, mentors, and parents. This presentation is meaningful for students as they are demonstrating their understanding and learning to an audience of individuals who have supported them throughout their experience.

Students are not just rehashing their reflection, however. They are embedding their experience in the research topic list, which gives added focus and direction to their presentations.

Finally, this lesson is a culminating lesson that is at the end of the year-long sequence. It is designed to combine the year-long learning into a public presentation that explains and summarizes for the audience.



Public Presentation Rubric



Elements of Good Speeches Rubric



Research Topic List

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Public Presentation Rubric* to introduce the lesson and explain how students will be evaluated. Then follow these steps.
  - a. Ask students how many of them have a fear of public speaking.
  - b. Watch a video of a famous speech (for example, Dr. Martin Luther King, Jr. "I See the Promised Land" speech (<http://www.youtube.com/watch?v=o0FiCxZKuv8>) is short, sweet, and of high quality) or you could use a movie speech (remind students this is performed by actors) on <http://www.americanrhetoric.com/moviespeeches.htm> like Ali, Malcom X, and others.
  - c. Discuss what students noticed as elements of a good speech.
  - d. Hand out and discuss the *Elements of a Good Speech Rubric*. Discuss each item and make revisions to suit your preferences and student needs. Make any revisions to the rubric and have students store it.
  - e. Hand out the *Research Topic List* and begin to pencil students in to their chosen topics. Notice that the topics are grouped into categories. These are the categories in which the students are going to give their informal presentation. The categories are similar to one another so that the informal presentation is also instructive. Students should select topics that connect with an experience they have had.
  - f. Present *Public Speaking Basics* and stop and discuss each slide.
  - g. Present *Multimedia Presentation Basics* and stop and discuss each slide. Have students refer to the presentations as necessary.
  - h. Hand out the *Public Presentation Planning Guide* and review it, answering any questions students may have.

### ASSESSMENT

**Presentation Overview** Engage in discussion and information about making effective presentations.

2. **INDIVIDUAL** Have students follow these steps to create an effective presentation.



## ASSIGNMENT 1

- a. Use the *Research Topic List* to select a topic. If a topic you want to present is not on the list, get approval from your teacher to proceed with it.
- b. Work on addressing the issues in the *Public Presentation Planning Guide*.
- c. Follow the advice in the *Public Speaking Basics* presentation to draft your speech.
  - i. First figure out your thesis (what you want to say).
  - ii. Then organize your presentation with an introduction (or hook), body, and conclusion.
  - iii. Know your topic. If there is any information you are missing, conduct research to find it.
- d. If you are doing a multimedia presentation, determine what images you will need to illustrate your points.



Public Speaking Basics Presentation



Multimedia Presentation Basics Presentation



Peer Feedback Form



Student Pages

- e. Gather all materials and read through your presentation. Add, change, rearrange, or eliminate parts of your presentation to make it more effective.
- f. Use the *Sakai* Assignments Tool to submit your completed *Public Presentation Planning Guide* for evaluation.

**ASSESSMENT**

**Presentation Planning** Complete a presentation plan and draft a presentation.

- 3. **SMALL GROUP** Hand out the *Peer Feedback Form* and review it with students. Then have them break into groups of 3-4. Have each student make his or her presentation to the small group as the others in the group use the *Peer Feedback Form* to provide constructive criticism.

**ASSESSMENT**

**Present to Small Group** Practice presentation in front of others.

**ASSESSMENT**

**Presentation Feedback** Give and take constructive criticism on a presentation.

- 4. **PAIRS** Have each student review the following documents with a partner and make specific changes to each presentation based on the feedback.
  - a. Completed *Peer Feedback Forms*
  - b. *Public Presentation Planning Guide*
  - c. *Elements of a Good Speech Rubric*

**ASSIGNMENT 2**

As necessary have student pairs meet with the students who critiqued them to discuss the *Peer Feedback Forms*. Then have students use the *Sakai* Assignments Tool to submit their revised presentations for evaluation.

**ASSESSMENT**

**Revision** Revise presentation based on feedback and a review of guidelines.

- 5. **WHOLE CLASS** Have students present their polished presentations in front of the class.

**ASSESSMENT**

**Polished Presentation** Perform final presentation in front of a larger and higher risk audience.

**REFLECTION** **ASSIGNMENT 3**

Have students write a reflection on the following questions. Have them use the *Sakai* Assignments Tool to submit their reflections.

Reflect on your experience during this lesson.

- During what part did you have the greatest success?
- Most challenges?

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule.

### EVALUATE/REVIEW

- Student Assignments
- Student Portfolio
- Add a test or quiz if desired.

### LESSONS

- Review Lessons.
- Add Resources if desired.
- Change a Lesson if desired.
- Schedule a Lesson.
- Unschedule a Lesson.

### Ohio Academic Content Standards

#### English Language Arts

#### Writing Process

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
5. Use organizational strategies (e.g., notes, outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

- Public speaking is a fear of many Americans. Would you say that this is a fear of yours?
- What new skill have you learned from this lesson that you think will help you during your next presentation?
- Looking over the rubrics, what section did you perform best in? Most poorly?
- Do you agree with the scores?
- How would you score yourself?

### ASSESSMENT

**Reflection** Reflect on the presentation process, execution, and connection with the material and audience.

### ASSESSMENT

Use the *Public Presentation Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results. In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students in IEPs can present in front of teacher alone (without peers). They can also work one-on-one with a teacher or tutor on research and constructing the presentation.

### GIFTED AND TALENTED

Gifted students can present in other courses and give their teacher the presentation rubric. Students can work with IEP students on their research and presentation. Teachers may also want them to video tape the presentations and edit the footage into a video to show others, including those at site, or to upload to a blog. (This would also be a great way for gifted and talented students to lead other students in reflection.)

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- How to Conquer Public Speaking Fear: <http://www.stresscure.com/jobstress/speak.html>. A wordy guide with great pointers
- President John F. Kennedy's Inaugural address: <http://www.youtube.com/watch?v=VB6hLg3PRbY>

### BOOK SOURCES

- Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach (6th Edition)* (MySpeechLab Series). Allan & Bacon, 2005.
- Esposito, Janet E. In *The SpotLight, Overcome Your Fear of Public Speaking and Performing*. In the Spotlight, 2005.