
Units 4 and 5 – Directions and Informative Demonstration

Unit Overview:

These units are combined. While the directions exercise is being conducted in the classroom, the students are preparing the informative demonstration as homework. The directions exercise has the speaker describing a diagram of geometric shapes to an audience who is recreating the diagram that is being described. The speaker receives the diagram from the teacher and directs his student audience to create it. The audience is not allowed to speak. Instead, when they have a question or need more direction or clarification, they raise their hand to indicate a problem. The speaker-direction giver solicits the audience with focused questions to find out exactly where he needs to improve his directions. As each direction giver finishes, an assessment is made using the original diagram and comparing it to the audience generated diagrams.

The informative demonstration speech is a five to ten minute presentation whereby the speaker uses visual aids and verbal supports to show the audience how to do something or how something works.

Day 1

Worksheets 2:2, 4:0, 4:1, 5:0, 5:1, 5:2, 5:3, 5:4, 5:5

Objective(s):

Students will speak for a variety of real purposes and audiences.

Students will improve critical listening skills as they observe classmates deliver presentations.

The students will develop the necessary skills to research, organize and deliver speeches that are contextually appropriate with respect to his/her audience.

Students will learn to adapt to a variety of speaking and listening situations

Agenda Items:

9th Study guide class opening (worksheet: 2:7)

Directions Exercise Modeling

Directions Exercise Explanation and Set up (worksheets: 4:1, 4:1:1, 4:1)

Hand out the Informative Demonstrations paperwork: (worksheets 5:1, 5:2, 5:3, 5:4, & 5:5)

Reminders

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Procedure and Description

The 9th student presents a study guide opening. A brief class review and discussion follows. The directions presentation should be modeled to the class before the students are made to present. Take some time to explain the vocabulary of location. Stress to the class that the five geometric shapes are approximately the same in relative size. The circle is not huge when compared to the square or the triangle, square, and etc. They represent about the same area. The assessment system of 5, 4, 3, 2, or 1 and the items that are tracked in the Directions Logbook should be reviewed. The students need an explanation of the percentage entry in the Logbook. If there are 11 people in the audience, then there is the possibility of a 55/ 55 or 100% score. If four of the audience members give the speaker 3's and the rest give the speaker 5's, then the raw score is 47/55 or 85.4%.

This round of presentations can take a long time to get through so steps should be taken to speed the process. Divide the class into groups of six and this round of presentations can be done in three class days. Be vigilant about enforcing the no talking rule. There should be no verbal feedback to the direction giver from the audience. The student giving directions may solicit the audience for information that may help in giving better directions. For instance, the speaker solicits with, "Raise your hand if you have completed the rhombus," or "Raise your pencil if you are confused about the right side of the rhombus overlapping the circle," To get more information. The direction giver now has feedback that may help to focus on problem areas within his directions. After the five shapes have been described the speaker shows the diagram he was describing to the audience and comparisons are made. Collect the index card and put the student's name and percentage on it. The only speaker should be the presenter. Audiences will reach a frustration level very quickly when individual speakers confuse them with poor directions. Some of that frustration can be avoided if the presenters receive the diagrams early and have time to process how to proceed with the diagram description. At the end of the round collect the logbooks and assess them on completion and neatness. Each logbook should have a five item entry for every presenter; date, name, diagram, assessment, and percentage.

The students received all the paperwork for the demonstration speech while the introductory round of speeches was still taking place. Students should be reminded that their homework is to prepare and organize for their informative demonstration speeches. On the first and second day of this unit students should be verbalizing what their topics are. Keep track of the topics, and make sure that the topics do not repeat. Students who choose to do the same topics should articulate with each other making sure that they do not cover the exact same things within the topic area. Some students invariably choose topics related to food preparation. These are messy and often lead to another problem. They have food they want to share with the audience. Sharing means passing the food, eating it and cleaning up afterwards. These take far too much time. A policy that works is to postpone any food sharing until the conclusion of the class, although there is usually

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no time for that. On the way out the door they get that chocolate chip cookie or brownie. A second problem topic is demonstrating any kind of weaponry or ordinance. Clear it with the administration before giving the go ahead with archery, paint ball guns, slingshots, blowguns and other similarly related objects. Interactive topics also can be troublesome. An interactive topic, like Japanese paper folding, or friendship bracelet weaving almost always takes more time than when it was practiced with one listener. Caution students who choose to do interactive topics that you are stopping the presentation at 10 minutes whether or not they are finished. Significant point loss occurs when a presentation is stopped and not concluded. This speech round usually takes a bit longer to complete, consequently, only three speeches should be scheduled per day.

On speech days the scheduled speakers should bring their demonstration materials to class as early as possible and set up so that things run smoothly. A power strip, blackboard, tape, colored chalk, and a table, are essentials for this presentation. Inform students that they are responsible for cleaning up any messes that they create during their speeches.

Identify students and due dates. Post it. Repeat it daily.

The reminders fall into three areas today.

Study guide class opening tomorrow

Directions Exercise is an in class endeavor tomorrow and students present.

Demonstration speech homework, find a topic, organize materials, practice presenting.

Repeat demonstration speakers and due dates

Materials list:

It is easiest to do the directions assessment if there are portable blackboards for each of the groups doing the directions exercise.

When the demonstration round of speeches begins, you will need to find a table and a power strip for the demonstrators. Many of the students will need a table area, and electrical power.

Performance Assessment

Daily peer evaluation work for students with worksheets 2:2, & 3:2

Directions Worksheets 4:1:1 –4:1:2

Homework:

Informative Demonstration Speech preparation Worksheets 5:0, 5:1, &5:2

Memorization: “The Road Not Taken”

Check out the Study Guide URL and

(<http://www.iss.stthomas.edu/studyguides/index.htm>) mark it as a favorite in your browser.

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Day 2

Worksheets: 2:2, 4:1, 5:1, 5:2, 5:3, 5:4, 5:5

Objective(s):

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The students will develop the necessary skills to research, organize and deliver speeches that are contextually appropriate with respect to his/her audience.

Students will learn to adapt to a variety of speaking and listening situations

Agenda Items:

10th Study guide class opening (worksheet: 2 5)

Teacher Models Demonstration Presentation

Directions Exercise Students (4:1)

Informative Demonstrations dyad practicing

Reminders

Procedure and Description

The tenth student presents a study guide opening. Do worksheet 2:7. Return worksheet 2:7 to yesterday's class opener. A brief class review and discussion follows.

Teacher gives an informative demonstration. Students use worksheet 5:4. Brief discussion follows. Make sure to follow the parameters set out in the criteria sheet including the 5-10 minute time frame, using visual aids and organizing with a beginning, middle and conclusion.

Divide the class into groups of 5-8 students. Identify who will go first and begin the exercise. Be ready to help when they finish up the first diagram. Supply the next speaker with a diagram. Good luck.

Toward the end of the period, pair students for practicing their demonstration speeches. Instead of the saying the entire speech have them just say their beginning including the preview of materials they hope to cover and their conclusion including their review of information covered. Make them switch partners and alternate between being a speaker and a listener.

Remind the students they have homework memorizing, planning and preparing for the study guide openings and the demonstration speeches. For those students who like to look and plan far in advance there are the Teaching Project and oral interpretation assignments.

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Materials list:

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Performance Assessment:

Daily peer evaluation work for students with worksheets 2:2, & 3:2

Directions Worksheets 4:1:1 –4:1:2

Demonstration Assessment Check off below:

The students receive this assessment rubric when they get their paperwork. The assessment areas are boldfaced. Take a few minutes when they are first looking over their paperwork and go over the point value of the assessment areas. Making each a numbered assessment worth 5 or 10 points makes it easy to convert to a percentage scale. Fill out the assessments at the bottom on the day that the student gives their presentation. Return the assessment rubric the next day. Common sense promotes some easy assessments to the items below. For instance if a student does not dress up for a presentation, the appearance grade would be low. Should a student not bring in a video tape, a failing assessment is given to the VHS responsibility listed at number nine. When students fall below the minimum or overshoot the maximum time frame, the assessment for that category slips out of the A zone. It makes sense to give a low grade to the student who only speaks a minute, when four minutes are required.

Appearance: The first message the speaker sends is in the visual channel. Appearance matters. Dress so that your appearance contributes positively to the speech. Introduction: Within the first minute of your presentation there should be an attention-getter and a preview of the areas to be covered. The speaker should gain attention, establish good will, and then summarize the areas to be covered during the body of the presentation.

Verbal Supports: During the body of the presentation the speaker should build credibility by supporting the topic areas that were previewed. Support comes in a variety of ways: explanation, definition, comparison, contrast, real illustration, hypothetical illustration, specific instance, testimony, and statistics.

Factors of Attention: Throughout presentation, the speaker works to maintain the attention of the audience with a variety of strategies including movement, humor, reality, contrast (of volume, rate and pitch), the vital, the familiar, suspense, novelty and proximity.

Conclusion: Review the main topics of the presentation, as mentioned in the preview. A good conclusion also refocuses the audience and sets a mood.