

E28-L1

<b>Group Presentation</b>	<b>Core Competency:E28</b>	<b>Level 1, Introductory</b>
<b>Deliver Presentation to a Group</b>		
<b>Time to complete: 180 minutes</b>		
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Understand the mechanics of delivering presentations to a group</li> <li>2. Prepare and deliver a one-three minute presentation to fellow classmates</li> <li>3. Prepare for MCA Electronic Presentation</li> </ol>	

<b>Cross Competencies</b>	C18 Follow directions G41 Apply critical thinking skills G47 Demonstrate techniques for building commitment by others
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 1 and 5 Workplace Competencies: Content Standards 2 and 4

<b>Materials in Lesson Plan</b>	<b>Other Supplies Required</b>	<b>Supplemental Resources</b>
<ul style="list-style-type: none"> <li>• E28L1ACT1 May I Introduce You</li> <li>• E28L1ACT2 Prepared Speeches</li> <li>• E28L1EVAL1 Peer Public Speaker Rating Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Public Speaking Event-Competitive Events Manual</li> </ul>	<ul style="list-style-type: none"> <li>• YouTube video Bad Speech vs. Good Speech (focus on body Language)</li> </ul>

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
Fall Leadership Conference, Career Development Conference		Have the Speech/Debate teacher to discuss techniques for speaking	
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
Campaign for Kindness			Public Speaking Critical Thinking

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	<p>Delivering a presentation to a group is right at the “top of the list” of difficult tasks for a student to do. However, it is a skill that he/she will need, to one degree or another, in his/her working life. A good way for students to begin acquiring or fostering this skill is to have them practice in class.</p> <p>One of the skills that students will need in their working life is the ability to speak before a group. There are few jobs that do not require a worker to provide or exchange information with other workers and bosses. A worker who cannot speak to a group limits his/her ability to move up on the job. He/she also limits his/her ability to be a contributing member of the community.</p>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	

<ol style="list-style-type: none"> <li>1. Present <u>E28L1ACT1 May I Introduce You.</u></li> <li>2. Discuss the importance of being able to speak publicly.</li> <li>3. Show class YouTube video on Bad Speech vs. Good Speech (Focus on Body Language). This video shows an example of a bad speech and a good speech and then talks about the importance of body language when giving a speech.</li> <li>4. <u>E28L1ACT2 Prepared Speeches.</u> Have students draw one of six speeches, allow them to practice, have each student present and provide feedback through peer evaluations (E28L1EVAL1 Peer Public Speaking Rating Sheet). If possible video tape the speeches so that students can view and evaluate themselves in addition to peer evaluations.</li> <li>5. Hold group discussions after each exercise. Monitor progress of the students to ensure that the competency has been achieved. Additional assistance may be necessary for students who are having problems speaking to a small group.</li> <li>6. Encourage students to compete in the Public Speaking Event at the JMG Career Development Conference.</li> </ol>	<b>Notes</b>
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Assessment	Completion of prepared speeches	<u>Notes</u>
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Have students attend a public function with a main speaker, such as a political rally, and critique the speaker. Or, they could critique a televised speech. Did he/she persuade? Was he/she forceful? Did he/she get the point across? The students could use the rating sheet in this unit.</li> <li>• Have students deliver a speech prepared by someone else, such as Martin Luther King's famous, "I have a dream..." speech. Critique the speech and help them with their voice, pauses, tempo, pronunciation, emphasis, etc. Then have them give the speech again. You might have the students present these speeches before they develop their own.</li> </ul>	