Oral Presentations Lesson Plan

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## Oral Presentations Lesson Plan

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### Subject(s)
ESL, Language Arts (English)

### Topic or Unit of Study
Oral Presentations

### Grade/Level
Grade 9

### Objective

**Objective #1:** After being shown a flow map on a whiteboard/chalkboard, the student will identify and summarize on an individual handout the sequential elements of an oral presentation (introduction with attention-getting statement, thesis statement, body or main points, conclusion) within the 10 minutes allocated for the activity with minimal assistance and 100% accuracy.

**Objective #2:** When assigned to a small group, the student will collaborate with other group members to compile a list of 5 good oral presentation/public speaking habits and 5 bad habits within the 10 minutes allocated for the activity and with 100% accuracy.

**Objective #3:** When given a specific topic, the student will compose and deliver a three-minute oral presentation with 90% accuracy that employs oral presentation "best practices" and includes all the conventional elements of oral presentations (introduction/attention-getting statement, thesis statement, body or main points, conclusion) as well as a maximum of five grammatical errors.

(Extended evidence outcome [pending approval in Colorado]: With appropriate support, the student will prepare and orally relate two pieces of information relating to personal interests or preferences with 100% accuracy.)

### Summary

This lesson is designed to help 9th grade students (including ESL and exceptional students) master the skills needed to conceptualize, prepare, and deliver an effective oral presentation. The lesson would begin with a short lecture (10 minutes maximum) introducing the conventional elements characteristic of oral presentations: An introduction (with both an attention-grabbing statement and a thesis statement), a body (or main points), and a conclusion. Elements of the oral presentation would be presented to the students using a flow map displayed on a whiteboard or chalkboard. Students would then be provided handouts with blank flow maps and a list of possible responses; students would be asked which responses correctly identify the elements of an oral presentation and indicate their proper order in the flow map. Next, students would be divided into smaller sub-groups and asked to brainstorm a list of "best practices" for oral presentations (5 items minimum) and a list of "worst practices" (5 items minimum). Best practices can include: direct eye contact, appropriate body language, enthusiastic delivery, relaxed but confident posture, audible volume, clear & crisp pronunciation, talking at a comfortable speed, and pausing for effect. "Worst practices" can include: Minimal or no eye contact, no or overly dramatic body language, apathetic delivery, tense or nervous posture, inaudible volume or mumbling, talking too fast or too slowly, and pausing too much or not enough. Students would compose the lists on poster paper/boards and hang them in
designated places in the classroom. Finally, students would be given a limited amount of time to prepare and then deliver a short oral presentation. Their speeches must include all of the characteristic elements of oral presentations discussed earlier in the lesson and must include no more than 5 errors in grammar or overall delivery. As Extended Evidence Outcomes are soon to be integrated with other academic standards in Colorado, I have included one EEC: namely, certain exceptional students may be expected to prepare and orally relate two pieces of information relating to their personal interests or preferences.

IMPLEMENTATION

Learning Context

This lesson is imagined as belonging to a larger unit focusing on the development of oral communication skills. This unit would be part of a broader program for teaching English language mastery skills to ELL students or as part of a broader 9th grade language arts curriculum.

Task Analysis/Procedure

Goal: The student will be able to give a three-minute oral presentation.

Objective #1-(Comprehension): After being shown a flow map on a whiteboard/chalkboard, the student will identify and summarize on an individual handout the sequential elements of an oral presentation (introduction/attention-getting statement, thesis statement, body or main points, conclusion) within the 10 minutes allocated for the activity with minimal assistance and 100% accuracy.

Objective #2-(Synthesis): When assigned to a small group, the student will collaborate with other group members to compile a list of 5 good oral presentation/public speaking habits and 5 bad habits within the 10 minutes allocated for the activity and with 100% accuracy.

Objective #3-(Synthesis): When given a specific topic, the student will compose and deliver a three-minute oral presentation with 90% accuracy that employs oral presentation “best practices” and includes all the conventional elements of oral presentations (introduction/attention-getting statement, thesis statement, body or main points, conclusion) as well as a maximum of five grammatical errors.

Task Analysis -- Steps for essential learning:
1. Preparation
   
   A. Gather all necessary materials:
   
      1) A smart-board, blackboard, or poster board/easel.
      
      2) Paper for handouts (Objective/activity #1).
      
      3) Note cards for note taking (Objectives/activities #2 & #3).
      
      4) Pencils for students.
      
      5) Poster paper for group lists.
      
   B. Prepare a flow map for the smart-board (or blackboard or poster board/easel)--an example is provided as an attachment to this lesson plan.
      
   C. Prepare flow maps with blank spaces for students to fill in--an example is provided as an attachment to this lesson plan.

2. Organization
   
   A. Make sure the smart-board is working prior to class.
   
   B. Arrange the physical layout of the classroom to suit planned activities before the lesson begins.
   
   C. Handouts, pencils, poster paper, and note cards will be placed in a convenient and accessible location.

3. Introduce the lesson
   
   A. Write basic lesson objectives and lesson agenda on smart board/whiteboard/chalkboard prior to the start of class.
   
   B. Review lesson objectives and agenda with the students at the beginning of the lesson.
   
   C. Provide students with the rationale for the lesson; i.e., let them know why it is
relevant to their lives.

1) Public speaking is something almost all of us must do at one time or another in our lives.

2) It is important to know how to prepare and deliver an effective and interesting oral presentation.

3) Good communication skills are critically important in most careers, in our professional and personal relationships, and in the lives of those who seek to be community leaders.

4. Executing Objective #1 -- Flow Maps

A. Show a completed flow map to the class on the smart-board and explain it.

1) Discuss the parts common to a well-planned oral presentation.

a) The introduction, including an attention-getting statement.

b) The thesis statement (i.e., the sentence or two towards the beginning of your oral presentation that explains what your presentation is going to be about).

c) The body (or main points) of the presentation.

d) The conclusion.

2) After describing the parts of an oral presentation, ask the following questions of different students to assess comprehension and retention:

a) What is the first part of an oral presentation?

b) What is an attention-getting statement? Can you give me an example? Why is it important?

c) What is a thesis statement? Can you give me an example? Why is it important?

d) What is the "body" of a presentation?
How many points should one make in the body of a speech?

f) If you were giving a talk on how to play video games, what points might you want to make (or directions would you want to provide) in the body of your talk? If you were giving a talk about how to make a sandwich?

g) What is the final part of an oral presentation? What do you want to do in your conclusion? Why is it important?

B. Select students to distribute the incomplete flow map handouts and pencils to the rest of the class.

C. Have students complete their flow maps by themselves, with a partner, or in their table groups.

1) Have students fill in all the blank sections of their flow maps identifying the sequential parts of an oral presentation.

2) More advanced or gifted students can coach other students (including students with other exceptionalities) with whom they are partnered or share a work table.

3) Give students 5 minutes to complete the task.

D. Project the original flow map on the smart-board once again so students may compare it with their answers.

1) Have them correct any errors in their work.

2) Instruct students to keep their handouts to use as a reference tool when preparing their oral presentations later in the lesson.

E. Proceed to the next activity when ready.

5. Have students compile a list of good and bad habits for delivering oral presentations - Objective #2

A. Assign students to small groups and have them gather together.
1) Instruct students to brainstorm to create a list of 5 good public-speaking habits and 5 bad public-speaking habits.

2) More advanced or gifted students can either coach the other members of their groups or be challenged to come up with additional "good" and "bad" habits if they wish.

3) Instruct students to choose a member of each of their groups to write the lists on a large piece of poster paper placed on their tables.

4) Have a student from each group hang the poster paper with their lists in a designated spot somewhere in the classroom.

5) Have this same student read their group's lists to the class.

6) After each group's representative finishes reading their lists aloud, ask questions such as:

   a) Why are the "good" habits "good"?

   b) How can one develop good habits?

   c) Why are the "bad" habits "bad"?

   d) How does one break or avoid bad habits?

7) Instruct each student in every group to write their list of 5 good speaking habits and 5 bad speaking habits on a note card to help each of them remember.

8) Give students 10 minutes to complete the task.

B. When the activity is over, have students return to their seats if they are not already in them.

C. Proceed to the next activity when ready.

6. Have students prepare their oral presentations -- Objective #3

A. Instruct students to use note cards to
make notes.

B. Have students refer to their completed flow maps for the 4 important parts common to oral presentations.

C. Instruct students to make sure to include all 4 required parts of an oral presentation:

1) An introduction or attention-getting statement.

2) A thesis statement (the main point of their talk).

3) Presentations should include a "body" with one or more important points.

4) Have them conclude their presentations by summarizing important points and re-affirming their thesis statements.

D. Have students review their notes to make sure they are conjugating verbs correctly and using good grammar.

E. If they finish preparing their own presentations ahead of time, more advanced or gifted students can be asked to help exceptional students if needed.

E. Give students 15 minutes to prepare their presentations.

7. Have students deliver their oral presentations.

A. Designate a place for students to stand when delivering their speeches.

B. Instruct them to take a deep breath to calm themselves before starting to speak.

C. Ask them to stand straight; advise them their posture should be comfortable but poised and respectful.

D. Instruct students to speak loudly enough for everyone in the class to hear.

E. Encourage students to speak enthusiastically and confidently.
F. Encourage students to present their ideas calmly and clearly.

G. Recommend students establish eye contact with as many of their classmates as they can while delivering their presentation.

H. Tell students they should not speak too slowly but neither should they rush.

I. Advise students their presentations should last at least 3 minutes.

J. Instruct students to return to their seats once they have finished speaking.

8. After each student gives their speech:

A. Ask each student to evaluate their own performance by asking these questions:

1) What, if anything, did you forget to include in your presentation?

2) What in your opinion did you do well?

3) What could you have done better?

4) What "good" public speaking habits are easy for you to use?

5) What "bad" public speaking habits challenge you the most?

B. Have their peers offer constructive comments about the strengths and weaknesses of their presentations.

C. Offer additional constructive criticism, praise, and encouragement when appropriate.

9. Conclude the lesson

A. Direct the students' attention to the flow map on the smart board/whiteboard/chalkboard (or their individual copies of the flow map handouts they each completed). Briefly review the principal parts of an oral presentation:

1) The introduction (with attention-getting
statement),

2) The thesis statement (that explains what the presentation is going to be about),

3) The body or main points of the presentation, and

4) The conclusion.

B. Direct the students' attention to the pieces of poster paper hung around the classroom. Briefly review:

1) "Good" oral presentation/public speaking practices and

2) "Bad" oral presentation/public speaking practices.

C. For the finale, ask the students why it is important to know how to give a good oral presentation. Make sure the following points are highlighted again in addition to any additional points the students make:

1) Public speaking is something almost all of us must do at one time or another in our lives.

2) Good communication skills are critically important in most careers, in our professional and personal relationships, and in the lives of those who seek to be community leaders.

| Collaboration | Students will work collaboratively & individually. Students will work in groups of 4. |
| Time Allotment | 3 class periods. 1 Hr. per class. |
| Author's Comments | I believe the detail already provided is sufficient to allow another teacher to successfully implement this activity. Since all students in the class will be expected to give an individual oral presentation, it will probably take two or three class periods before all students complete Objective/Assessment #3. This will vary depending upon the number of students in the class. Implementation of this lesson might be improved by providing more details re: accommodations and adjustments that can be made for ELL and other |
exceptional students.

MATERIALS AND RESOURCES

Instructional Materials
(handouts, etc.)
I will be posting a completed flow map as well as a sample flow map handout (that students will fill in) to this lesson.

Attachments:

1. Oral Presentations Flow Map This is a sample of the Flow Map that will be drawn on the smart-board or blackboard at the start of the lesson.

2. Oral Presentations Flow Map Handout This is the handout that will be given to students for them to complete.

Resources
- Materials and resources:
  1) A smart-board, blackboard, or poster board/easel.
  
  2) Paper for handouts (Objective/activity #1).
  
  3) Note cards for note taking (Objectives/activities #2 & #3).
  
  4) Pencils for students.
  
  5) Poster paper for group lists.

  - Technology resources:
    Word, Smart-board

  - The number of computers required is 1.

STANDARDS & ASSESSMENT

Standards

Display: ☐ Collapse All ☑ Expand All

CO- Colorado Academic Standards (updated)
Subject: Reading, Writing, and Communicating
Standard: Oral Expression and Listening
Grade/Level: Ninth Grade
Concept:
1. Oral presentations require effective preparation strategies

Evidence Outcome:
  a. Give formal and informal talks to various audiences for various purposes using appropriate level of formality and rhetorical devices

Evidence Outcome:
  b. Use verbal and nonverbal techniques to communicate information

CO- Special Education Generalist Standards
Standard 1: The special education generalist shall be
knowledgeable about student literacy, and the development of reading, writing, speaking, viewing, and listening skills, and is able to:

**Competency:** (e) increase the oral and written English language arts skills and proficiency of students, including, but not limited to: the appropriate and correct use of vocabulary and standard English; punctuation; grammar; sentence structure; spelling; and an understanding of the relationship(s) between reading, writing, and oral language, and is further able to:

**Competency:** (e, iii) match appropriate instructional strategies to student needs, as related to the acquisition of knowledge and skills in required content areas, such as, but not limited to, reading and writing.

**Competency:** (f) incorporate Colorado Model Content Standards into strategies for teaching reading and writing.

### Assessment/Rubrics

#### Objective #1 (Comprehension):

After being shown a flow map on a smart board/whiteboard/chalkboard, the student will identify and summarize on an individual handout the sequential elements of an oral presentation (introduction with attention-getting statement, thesis statement, body or main points, conclusion) within the 10 minutes allocated for the activity with minimal assistance and 100% accuracy.

**Assessment #1:**

Distribute a printed handout with a blank flow map similar to the one previously shown and explained to the students on the smart board/whiteboard/chalkboard. Have the students fill in the blank areas of the flow map that refer to the sequential parts of an oral presentation (i.e., an introduction with an attention-getting statement, a thesis statement, a body or main points, and a conclusion) with 100% accuracy within the time allotted. A sample handout is provided as an attachment to this lesson plan.

#### Objective #2 (Synthesis):

When assigned to a small group, the student will collaborate with other group members to compile a list of 5 good oral presentation/public speaking habits and 5 bad habits within the 10 minutes allocated for the activity and with 100% accuracy.

**Assessment #2:**

Divide the class into small groups of four students each (adjust as needed) and have them brainstorm to produce a list of 5 good oral presentation/public speaking habits and 5 bad oral presentation/public speaking habits with 100% accuracy within the time allotted. Each group is to choose one of their members to write the lists on a piece of poster paper. The group is also to choose a different member to hang the lists in a place designated by the teacher and read the lists aloud to the rest of
the class when directed to do so.

**Objective #3 (Synthesis):**

When given a specific topic, the student will compose and deliver a three-minute oral presentation with 90% accuracy that employs oral presentation "best practices" and includes all the conventional elements of oral presentations (introduction/attention-getting statement, thesis statement, body or main points, conclusion) as well as a maximum of five grammatical errors.

**Assessment #3:**

Provide students with a topic and have them give a three-minute oral presentation with no more than five grammatical errors that includes an introduction/attention-getting statement, thesis statement, body or main points, and a conclusion. Have students employ "best practices" such as frequent eye contact, enthusiastic delivery, clear and audible diction, and relaxed but confident posture.

**Extended evidence outcome (pending approval in Colorado):**

With appropriate support, the student will prepare and orally relate two pieces of information relating to personal interests or preferences with 100% accuracy.

**Rubrics:**

1. [Oral Presentations Lesson Plan Rubric](#)