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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** JAG Talks | | **Duration (days):** 5 Weeks - Additional time for Improv Event (Optional) | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** Philip Butler | | **State:** Indiana | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Click here to enter text. | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | The purpose of this project is to expose students to the need for public speaking skills as well as to enable them to be more comfortable in front of an audience. Glossophobia is the fear of public speaking, and it is detrimental to a person’s ability to do anything from school projects, to job interviews, to being an actual professional presenter. When we focus on preparing students for the “real world”, we need to be sure they are comfortable in their endeavors. This project will help students to present themselves as their best. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How can I overcome any fears of public speaking and present myself as a professional? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | A local improv group visited our class and performed a few improve games and then had students jump in and participate. This is a great way to start because it shows students that it can be fun to be in front of an audience and helps those with initial nerves because improv is supposed to be funny and so if they “mess up” it can actually be a good thing.  If access to a local improv group is not available: Engage the students by using an improv activity yourself to get them practicing in front of their peers as an audience. One example of an improv activity would be “foreign film dub”. In this, a group of four, two players act out a scene in gibberish and the other two players are their English Language “Dubbers.” They translate the scene into English. Tips for the scene – those using gibberish should use a lot of physical action to give clues to their translator counterparts. Also, keep the sentences short. Remember, the goal here is a cohesive scene. You have to work together as a team to make the best scene possible. Once the scene is complete, switch roles. A second example is “props”. In this, have two players stand in front and pull a random prop from a large box (coat hanger, bike helmet, water bottle, etc.) that is passed between players. As each player takes the object, they use it in a way that is different from their intended use. For example: A water bottle can be picked up, brought up to the eye while the player says with a pirate accent, “I spy the island with the treasure.” This turns the water bottle into a telescope. A different player can pick up the water bottle, hold it in front of them and make the sound of a light saber while they say, “May the force be with you.” | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:**  \*Students will work in teams to perform a variety show where they use critical thinking and creativity to present in front of an audience. (If this sparks an interest it can become a new “club” or an opportunity for a show to help with fundraising) | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Employers | |
| **Individual:**  \*Students will be filming a final speech for posting on YouTube | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  D.21, D.24, F.31, G.51  **What competencies will be in progress during this project?** (Level 2):  B.13, C.17, C.18, E.26, F.35, G.48, G.52, G.54, G.56  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  C.14, E.28, F.36, G.49 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | Checklists | Notes | Plans/Outlines/Prototypes |
| Concept Maps | Online Test/Exams | Quizzes/Tests |
| Journal/Learning Log | Practice Presentations | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | Essay | Oral Presentation w/Rubric | Peer Evaluation |
| Multiple Choice/Short Answer Test | Written Final w/ Rubric | Self-Evaluation |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | Journal/Learning Log | Fishbowl Discussion | Survey |
| Whole-Class Discussion | Focus Group |  |
| Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising  Other: Marketing | **What roles will your officers lead in planning?**  Leadership: Click here to enter text.  Community Service: Prepare opportunities to present to youth in community prep for life skills  Career Prep: Set up guest speakers  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Using Improv practice as a team to perform a show to raise funds  Other: To create a presentation for video that can later market the program | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Will guide each other through feedback on public speaking techniques  Community Service: Interactions with the community through local support  Career Prep: Ideas will be essential to prepping for job interviews  Civic Awareness: Speaking with representatives on political views  Social Awareness: Proper introductions and interactions with guest speakers  Fundraising: Preparedness to speak with potential supporters/buyers  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  \*A local Improv Group  \*A staffing agency (utilize for tips on interview prep)  \*Local Politician or member of Chamber of Commerce (Someone who presents on a normal basis and can offer tips on presenting successfully, also how to utilize skills for local and state competitions)  \*Clothing rental company such as Men’s Wearhouse (discuss professional attire) | |
| Agriculture, Food & Natural Resources  Architecture &Construction  Arts, A/V Technology &Communications  Business Management &  Administration  Education & Training  Finance  Government & Public Administration  Health Sciences  Hospitality & Tourism | Human Services  Information Technology  Law, Public Safety, Corrections &  Security  Manufacturing  Marketing  Science, Technology, Engineering &  Math  Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: Click here to enter text. | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Prior to beginning this project students will need to have explored their own career options for potential ways in which public speaking skills could benefit them.  In addition, students or specialist will need to organize the arranged speakers, especially an improv group for the launch of the PBL, so they are scheduled to be available during the days they are needed.  **Launching the Project:**  (How will you SPARK their attention?)  We will launch this activity by showing how presenting in front of an audience can be fun through our local improv guests. These guests perform some of their improvised comedy routines and then begin to incorporate students into their skits. Eventually the student learn to do these on their own to display their own creativity. We will follow this up with pop speeches where students practice the very basics of presenting in front of an audience.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  The biggest part of this PBL’s navigation is to understand the elements of public speaking and how each day’s activity builds on that of the previous day. Students will also need to understand how to give effective feedback as well as how to properly receive feedback and use it to improve. Specialist needs to be clear on expectations prior to beginning each phase and students should then have a clear understanding on how they are reflecting and being evaluated. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Periodic points will serve as mini final presentations to show a thorough understanding and skill with each type of speech. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  School Staff  Business Professionals/Employers  Community Leaders/Organizations  Technology  Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  School Staff such as administration can be invited to observe speeches and offer feedback.  Community Organizations will be used as guest speakers such as the local improv group or community foundation  Technology will be used in the recordings and YouTube sharing of the JAG Talks as a final speech. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** JAG Talks | | |
| **Driving Question:** How do I develop my skills in public speaking to teach someone else to be great? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| Formative  Final Product | Students will greet every guest using GNAP | Increasing comfort and professionalism with greeting others |
| Team  Individual |
| Formative  Final Product | Guest Improv group will present a skit then incorporate student involvement | Cooperation and teamwork with active participation |
| Team  Individual |
| Formative  Final Product | Students will participate with each speech. Time will only be continuing while student is actively speaking. | Showing time management as well as an ability to set goals for achievement. Demonstrate an openness to change |
| Team  Individual |
| Formative  Final Product | Students will offer feedback for their peers. | Demonstrating listening skills that result in a clear understanding as well as how to provide constructive feedback. Analyzing the strengths and weaknesses of self and others |
| Team  Individual |
| Formative  Final Product | Students will create videos both with their partners for one phase of the PBL as well as final presentations that will then be shared via YouTube. | Experience with technology |
| Team  Individual |
| Formative  Final Product | As a class, students will write a thank you for each guest. | Learning positive socialization as well as positive human resource skills |
| Team  Individual |
| Formative  Final Product | Students will demonstrate appropriate attire when presenting their final speech. | Demonstrating appropriate appearance as well as an ability to follow directions |
| Team  Individual |
| Formative  Final Product | Students will demonstrate respect for those presenting through appropriate body language and attention | Being a respectful active listener while demonstrating politeness and civility |
| Team  Individual |
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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K O N E** | | | | |
| **Project Launch:**  Public Speaking can be fun. Invite a local improv (comedy) group to present their skits to show fun in presenting.  Students get to participate in a variety of improv games following the direction of the guest speakers | **Eliminate Fear of Public Speaking:**  Students should search for tips to eliminate public speaking online. Have them write tips on a board: use their top 3, everyone give 1, etc.  Follow this with a discussion about what tips are realistic, what tips are easier to perform, Discussion of techniques used to eliminate or limit fears of public speaking as a class. Often time’s students will lead the discussion in different ways depending on their own thoughts and fears.  \*See links in additional information for help getting started | **Pop Speeches:**  Random selection of names and random selection of topics; Each student must speak for 30 seconds, not including GNAP, and must complete their thoughts when time is met rather than just an abrupt stop  \*Tip: Have a large number of pre-selected topics printed out and cut into small strips of paper. Place in a bowl and have each student select 1 topic. Not recommended to let them change topics once they have selected and read one | **Pop Speeches:**  Random selection of names and random selection of topics; Each student must speak for 30 seconds, not including GNAP, and must complete their thoughts when time is met rather than just an abrupt stop  *Homework:* Students will select two topics they are familiar with to speak on for the next activity | **Time Challenge Speech:**  Each student is selected in random order and will present one of their own selected topics.  The challenge is to speak for a specific amount of time, between 1 minute and 1 minute 30 seconds. If they meet their time, they have completed the speech.  If they do not meet the time requirements, they will return to the random draw and when selected again will speak on their alternate topic. Either this repeats until 4 attempts or they meet the time.  Once done, students should write a reflection over their topic: why they chose that topic, how difficult was it to meet the time constraints |
| **P R O J E C T W E E K T W O** | | | | |
| **Time Challenge Speech:**  Each student is selected in random order and will present one of their own selected topics.  The challenge is to speak for a specific amount of time, between 1 minute and 1 minute 30 seconds. If they meet their time, they have completed the speech.  If they do not meet the time requirements, they will return to the random draw and when selected again will speak on their alternate topic. Either this repeats until 4 attempts or they meet the time.  Once done, students should write a reflection over their topic: why they chose that topic, how difficult was it to meet the time constraints | **Feedback Review:**  Students will learn what it means to give feedback and how to give appropriate feedback. This means avoiding generalized statements like “it was good/bad” but rather giving specifics.  Start with a circle discussion where everyone shares thoughts/tips on what is good feedback and give examples.  Next students can search for tips online to come back and share or specialist can lead a discussion about the tips deemed most important.  \*See links in additional information or videos for help getting started | **Pop Speeches (Expanded Time):**  Random selection of names and random selection of topics; Each student must speak for 45 seconds, not including GNAP, and must complete their thoughts when time is met rather than just an abrupt stop | **Pop Speeches (Expanded Time):**  Random selection of names and random selection of topics; Each student must speak for 45 seconds, not including GNAP, and must complete their thoughts when time is met rather than just an abrupt stop | **Non Verbal’s and the Mechanics of Speaking:**  Ted Talk video on the mechanics of presenting followed by group discussion  View: [How to Sound Smart](https://www.youtube.com/watch?v=8S0FDjFBj8o&t=9s)  Discuss: What stood out from the video most  Possible topics to lead discussion:  1) What are 3 things you learned from this video? (Be Specific)  2) How can you apply these to your own public speaking or even in something similar like a job interview? (Be Specific)  *Homework:* Students must come up with a song that they are completely familiar with and could recite at least 1 minute of the song |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K T H R E E** | | | | |
| **Song Speech:**  Students will use their selected song (from previous homework assignment) and will speak the lyrics as a speech for a minimum of 1 minute. Their focus should be on their speaking mechanics learned in the Ted Talk from the last activity to try to utilize at least 3 tips given in the video.  Once completed, write a reflection on if they were successful in implementing tips from the Ted Talk, what tips they did, and how they can continue to improve with the other tips. | **Song Speech:**  Students will use their selected song (from previous homework assignment) and will speak the lyrics as a speech for a minimum of 1 minute. Their focus should be on their speaking mechanics learned in the Ted Talk from the last activity to try to utilize at least 3 tips given in the video.  Once completed, write a reflection on if they were successful in implementing tips from the Ted Talk, what tips they did, and how they can continue to improve with the other tips. | **Feedback Speech:**  Students will partner up. Once a partner is selected, each team will select 2 topics that they will both speak on. The students will give their speech only to their partner in class but still standing as a professional.  Each partner will use their phones to video record the other while they speak and then will collaborate to offer feedback on how they can improve.  Write a reflection over the activity including specifics of their feedback that was discussed. | **Circle Talk - From Public Speaking to Job Interviews:**  Students will use a circle talk to discuss how being a better public speaker will prepare them in other situations. The end focus should be specifically on how public speaking skills translate to being better at job interviews.  Students can complete an online search for job interview tips and specify ones that are the same or highly relatable to public speaking tips discussed in previous days.  \*Try making this discussion more involved and/or more fun by doing something like pass the ball where students select someone to speak next by passing the ball to those that want it or to who they choose. | Guest Speaker (local staffing agency)  A guest from a staffing agency will discuss what employers are looking at in job interviews and offer additional information about how to better prepare for an interview through public speaking tips/techniques. |
| **P R O J E C T W E E K F O U R** | | | | |
| **How to dress:**  Students will research online the various levels of dress (i.e. casual, business casual, professional, etc.)  Once done they can do one of the following:  1) Work with a team of 3-4 to create small posters of magazine cut outs demonstrating pictures and including key characteristics of each level of dress  2) Participate in a group discussion clarifying tips on each style. Utilizing a white/black board to write down categories and list tips can be more interactive.  *Homework:* Begin thinking of topics to use for an extended final speech | **Guest Speaker (Professional Attire):**  Guest Speaker from Men’s Wearhouse, a nationwide professional attire business/rental company or other similar local clothing rental company will visit and speak with the students about how to look professional.  Topics will include how to tie a tie, finding the right fit, and dress for success for both men and women. | **Final Speech prep:**  Students will now select a final speech. The topics should relate to competencies in the JAG program but can be loosely based as long as they can justify the connection. Students should research their topic to have information from a variety of sources even if they are familiar with it already.  Tips: View Ted Talks to see examples of visual aids, using the space, etc. as this is a model format for what their final speech should look like. | **Final Speech Prep:**  Students will continue a final speech. The topics should relate to competencies in the JAG program but can be loosely based as long as they can justify the connection. Students should research their topic to have information from a variety of sources even if they are familiar with it already.  Tips: View Ted Talks to see examples of visual aids, using the space, etc. as this is a model format for what their final speech should look like. | **Final Speech Prep:**  Students will continue a final speech. The topics should relate to competencies in the JAG program but can be loosely based as long as they can justify the connection. Students should research their topic to have information from a variety of sources even if they are familiar with it already.  Tips: View Ted Talks to see examples of visual aids, using the space, etc. as this is a model format for what their final speech should look like. |

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| **P R O J E C T W E E K F I V E** | | | | |
| **Final Speeches:**  Each student will begin giving his or her final speech, which should be between 3-6 minutes in length.  They should be dressed accordingly for their speech, most in professional attire, and should include some form of visual aid.  Each speech will be recorded and will be posted to YouTube as a JAG Talk: Skills from JAG to prepare for life.  These videos can serve as marketing for the JAG program as skills/information taught. | **Final Speeches:**  (Continue these for as many days as necessary to give everyone a chance to speak)  Each student will complete a feedback form for his or her peers in the final speech. Each speaker will complete a reflection of what they have learned through the process including their own opinions on how they performed. | **Improv Show Plan/Practice:**  Once Final Speeches are done, look back at the Improv from the beginning. This can be a great tool to continue, even as an extra-curricular, at the leadership of the Career Association. Have the officers begin to organize an upcoming public event. This will be an improv show/variety show where it can be used as a public product as well as a potential fundraiser for the program. | **Improv Show Plan/Practice:**  Class time can be utilized for additional instruction and details for the improv show can be done with spare time or designated time during a part of the class, or with the officers outside of class time.  Continue planning and practicing for the Improv show until the selected date.  JAG students can participate in the show, possibly make treats for audience members, create or hand out programs, greet guests, etc. (Not everyone has to perform) | **Improv Show Plan/Practice:**  *(Continue Planning and Practicing for Improv Show as time permits for as many additional days as necessary)*  Suggest working with local businesses and organizations to practice community outreach and spread the word of the date for the show |
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| **A D D I T I O N A L I N F O R M A T I O N** |
| Calendar Tip: Original design is based on 2 days for most of the speaking with classes ranging from 12-23 students it is necessary time. With smaller class sizes, two days might not be needed. If larger, more days will be necessary.  Local politicians can make great public speakers for students to learn from when experienced.  Using a journal/log for reflections helps during the process to keep students on track their progress and reflect on each phase of the activity in one organized location.  If a student does not have a cell phone of their own that they can record and share a video during the partner phase, check with the school’s tech department or media center to see what resources might be available (i.e. iPad, Laptop, etc.)  Specialist might need to Create/Modify questions for group discussions that fit what your expectations will be with each step. Use the sites below as examples of speech topics, feedback tips, etc.  **Additional Sites and Information:**  Improv is theatrical comedy, much like the popular TV series “Who’s Line Is It Anyway”, where skits are performed on the creativity of the participants with minimal instruction:  <http://www.theimprovnetwork.org/> (Potential Improv Groups Nationwide)  <https://www.facebook.com/everyonestiffany/?scrlybrkr=fb2d8b96> (Example of a local improv group)  <https://www.youtube.com/channel/UCKg_ZFByYTINckLG76cjUEg> (Who’s Line... YouTube Channel)  Fear of Public Speaking:  <https://www.thebalancesmb.com/overcome-fear-of-public-speaking-2951708> (Website example of tips to overcome fear of public speaking)  <https://www.anxietycoach.com/fear-of-public-speaking.html> (Website example of tips to overcome fear of public speaking)  <https://www.youtube.com/watch?v=NVFtWOKQXyo> (YouTube Video over 8 Tips to be a better public speaker, 2:09)  Pop Speeches:  <http://www.myspeechclass.com/impromptu-speech-topics.html> (Varied Speech Topics)  <http://www.myspeechclass.com/funny-humorous-speech.html> (Fun Speech Topics)  \*Also see attached doc for additional topic ideas  \*Also see attached rubric for public speaking as a good example template  Feedback:  <https://www.entrepreneur.com/article/219437> (5 tips on giving good feedback)  [https://lifehacker.com/the-six-qualities-of-good-feedback-1776302054 (6](https://lifehacker.com/the-six-qualities-of-good-feedback-1776302054%20(6) tips on giving good feedback)  <https://www.youtube.com/watch?v=WmLZyB99ITA> (Quick Tips on Giving Feedback, 1:03)  <https://www.youtube.com/watch?v=28N2p3smEsw> (Ted Talk on Feedback, 14:39)  – Suggested to view the video prior to showing and select time sections to show for help rather than the whole video  Improv:  <https://www.theatrefolk.com/blog/improv-games-for-collaboration/> (Improv games to practice/use)  <http://improvencyclopedia.org/games/> (Improv games to practice/use)  <https://owlcation.com/academia/improv-lesson-plan> (Improv lesson plan) |
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