

Lesson/Presentation Title: Youth Leadership – Public Speaking

Time Required: 1 hour

Learning Objectives:

- Students will learn to utilize effective public speaking and presentation skills

Related National Standards:

Trainings have been developed in alignment with Common Core Standards (CCSS.ELA.LITERACY.SL.11-12.1-5 and CCSS.ELA.LITERACY.SL.9-10.1-5)

Materials Required:

ECO₂school Manual

Smart phone with video capacity.

Computer, thumb drive and projector (if the student is using these materials for their presentation)

Workspace where a student can practice a mock presentation.

Background for Facilitators and Assumed Prior Student Knowledge:

The previous training have all been to assist students in the implementation of school based projects. The public speaking training is to train students in how to communicate the skills learned, positive impact and leadership required related to that project to the greater community.

Student Leaders have taken leadership in implementing positive action to promote walking, active and alternative forms of transportation as an important and feasible component of reducing the school's carbon footprint.

Student leaders should be familiar with the Fall Commute Statistical Narrative with information about their schools commute patterns and habits and with the results of the education and encouragement event or events they subsequently implemented.

Trainings are best conducted when they are connected to student activity. This training must be in conjunction with a public speaking opportunity. This is an individualized training specific to the speaking opportunity the student (or students) are preparing for.

Prior to the training share the Public Speaking Template and the Creating a Successful Powerpoint handouts found in the ECO₂school manual. Familiarize yourself with the Speak Up and Speak Out section of the manual.

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Students come to this training prepared to speak on their topic. They will need to inform the facilitator prior to the training on their technological needs (like a power point presentation) so the facilitator can prepare the space accordingly. Have a thumb drive to make a copy of the presentation

Teaching/Facilitation Strategy:

Introductions: Provide an overview of what you are going to be doing during the session.

Facilitator note: Ask the student if there is any thing specific in their presentation that they want to work on or would like help with. Start there.

Activities:

Listen to the student deliver the presentation and provide feedback.

- Share the components you found more interesting or impactful?
- What was the student's body language?
- Who were they making eye contact with?
- Who is the audience they will be presenting too? Did the presentation address the specific interests of that group?
- Did the visual cues in the powerpoint reinforce their message?
- Reiterate the message you heard? Is that they message they are trying to communicate?
- What is the tone of the presentation?
- Was the speaker loud enough? Did they speak clearly?

Facilitator note: Given the individualized nature of this training the points you cover may vary based on student need, time and the nature of the public speaking event.

Facilitator note: Provide one or two points of feedback at a time and allow them to soak in. You may want to compartmentalize your feedback. Ie: this time I am going to listen for content. This time I am going to pay attention to body language.

Have the student give the presentation again, this time video the student with their phone, if possible. Watch the video together.

Ask the student to reflect on their presentation.

Facilitator note: The student may give the whole presentation or only a portion. It is acceptable to stop the presentation to give feedback and talk about different components.

You can continue this process for as long as you have time or until you and the student feel they are prepared.

Closure: Acknowledge to the students what has been accomplished in the meeting and thank them for their time and effort. Review key details for the presentation, date, time, meet up location etc.

Follow Up: Prior to the presentation the student should practice. They should look at the videos on their phone and give mock presentations to whom ever is willing to listen.

- Parents
- Friends
- Teachers
- The mirror