Lesson Plan

Demonstrating Listening and Speaking Skills  
Be a YouTube Career Superstar

Objective: Students will research careers in areas of interest and create videos describing what they’ve learned; students will demonstrate best practices in speaking effectively for an audience.

Workplace Readiness Skill: **Demonstrate listening and speaking skills.**

*Demonstration includes*

* *defining* ***nonverbal cues***
* *employing active listening techniques (e.g., asking clarifying questions, paraphrasing what was said)*
* *exhibiting public speaking skills (e.g., making presentations)*
* *articulating ideas in a manner appropriate to the setting and audience (e.g., considering the chosen communication method and audience’s level of knowledge).*

Correlations to Other Workplace Readiness Skills:

* Demonstrate work ethic.
* Demonstrate conflict-resolution skills.
* Demonstrate big-picture thinking.
* Demonstrate career- and life-management skills.
* Demonstrate professionalism.

Correlations to the Virginia Standards of Learning (SOL):

English: 6.2, 6.6, 6.7, 6.9, 7.1, 7.2, 7.6, 7.7, 7.9, 8.2, 8.6, 8.7, 8.9, 9.1, 9.5, 9.6, 9.8, 10.1, 10.5, 10.6, 10.8, 11.1, 11.5, 11.8, 12.5

History and Social Science: GOVT.16

Instructional Steps:

1. ***Ask students to raise their hands if they watch YouTube videos.*** It is likely that most do. Explain that, in this lesson, they’ll have the opportunity to conduct research on a career of interest and create an informative YouTube video about that career for classmates.
2. ***List characteristics of effective speakers.*** Explain that, whether in a YouTube recording or in real time, there are certain characteristics displayed by people who are engaging speakers. List a few characteristics (e.g., the person is easy to understand, doesn’t mumble, looks at the camera or audience, uses enough volume to be heard), then distribute Handout #1: 7 Tips for Effective Speaking. Explain that students may add to the list of tips as the lesson progresses.
3. ***Allowing students to work individually, in pairs, or in groups, assign the research project.*** Ask students to begin by thinking about a career of interest to research. To begin thinking about their chosen topics, students may use the “K” and “W” portion of Handout #2: K—W—L Chart: Career Exploration.
4. ***Discuss and list some of the careers the students plan to research.*** This could help others who may be having trouble brainstorming; this also affords the opportunity for students with similar interests to identify one another and work together on the research.
5. ***Allow time for students to use the Internet and other career resources to conduct their research.*** Encourage students to use various resources (see the list below) and to take notes in the “L” portion of Handout #1: K—W—L Chart: Career Exploration.

Career Resources:

* [Career OneStop](https://www.careeronestop.org/) (a resource from the U.S. Department of Labor): <https://www.careeronestop.org/>
* [Trailblazers](http://ctetrailblazers.org/): Career and Technical Education in Virginia: <http://ctetrailblazers.org/>
* [Virginia Education Wizard](https://www.vawizard.org/wizard/home): <https://www.vawizard.org/wizard/home>
* [Build Your Future](http://byf.org/) (specific to craft/skilled labor professions): <http://byf.org/>
* [My Next Move](https://www.mynextmove.org/) (O\*Net, U.S. Department of Labor): <https://www.mynextmove.org/>

1. ***Ask students to work in partners or small groups to create/record videos telling what they’ve learned about various careers.*** Ask students to use the rubrics on Teacher Resource #1: Video Presentation Feedback Checklist to guide their work. Allow enough time for students to draft scripts or make notes on note cards, practice presentations, record their videos, and upload the videos to YouTube or another appropriate video sharing site.
2. ***Share student videos.*** Teacher Resource #1: Video Presentation Feedback Checklist can be used by students for self-evaluation, by peers to offer feedback (discuss appropriate and constructive feedback), or by teachers to assess student work.

Formative Assessment**:**

* Assess student understanding and participation as demonstrated in the class and small group discussions.
* Evaluate student understanding of concepts within the lesson as demonstrated by notes recorded on Handout #2: K—W—L Chart: Career Exploration.
* Evaluate student videos using Teacher Resource #1: Video Presentation Feedback Checklist.

Options for Adaptation/Differentiation:

* To modify the length and difficulty of this lesson, it can be done without the research component. In this version of the lesson, assign students to various topics they’ve mastered in class and ask them to work in pairs or small groups to make YouTube videos to teach younger or less experienced students about what they know.
* To extend this activity and provide further enrichment, pair with another CTE class and ask the students to complete live presentations to the students in that class about the career researched.

Suggestions for Follow-up:

* Build on student knowledge regarding effective speaking by practicing mock interviews; these can simulate a college interview or a job interview.
* Further explore characteristics of effective public speaking by showing a video of a famous speech (examples are numerous and include politicians such as John F. Kennedy, civil rights activists such as Martin Luther King, Jr., or athletes such as Serena Williams). Ask students to identify the characteristics of the speaker that made him/her a powerful or effective speaker.

Teacher Resources:

[3 Tips for Teaching Speaking and Listening Skills](https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/607/3-Tips-for-Teaching-Speaking-and-Listening-Skills.aspx) (<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/607/3-Tips-for-Teaching-Speaking-and-Listening-Skills.aspx>), Association for Middle Level Education (AMLE)

[Effective Communication](https://extension.umaine.edu/publications/wp-content/uploads/sites/82/2015/04/6103.pdf) (<https://extension.umaine.edu/publications/wp-content/uploads/sites/82/2015/04/6103.pdf>), University of Maine Cooperative Extension

[Speaking to an Audience](https://www.mindtools.com/CommSkll/SpeakingToAnAudience.htm) (<https://www.mindtools.com/CommSkll/SpeakingToAnAudience.htm>), MindTools