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.RV, 6.RI, 6.C, 6.LU, 6.R, 7.RV, 7.RI, 7.C, 7.LU, 7.R, 8.RV, 8.RI, 8.C, 8.LU, 8.R, 9.RV, 9.RI, 9.C, 9.LU, 9.R, 10.RV, 10.RI, 10.C, 10.LU, 10.R, 11.RV, 11.RI, 11.C, 11.LU, 11.R, 12.RV, 12.RI, 12.C, 12.LU, 12.R
- History and Social Sciences: WHII.9, WHII.11, VUS.5, VUS.8, VUS.10, VUS.13, VUS.16, USII.5, USII.8, CE.12, CE.14

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 (a resource from the U.S. Department of Labor)
   - Trailblazers: Career and Technical Education in Virginia
   - Virginia Education Wizard
   - Build Your Future (specific to craft/skilled labor professions)
   - My Next Move (O*Net, U.S. Department of Labor)

6. ***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.

7. ***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, Association for Middle Level Education (AMLE)
- Speaking to an Audience, MindTools

Handout #1:
7 Tips for Effective Speaking

The following list is not exhaustive; feel free to add more speaking tips to the list.

1. Begin by thinking. Think through what you intend to say prior to speaking.

2. If giving a presentation, take a few breaths, visualize yourself succeeding, and focus on your audience.

3. Be aware of the role body language plays in effective speaking.

    a. Examples of body language that support your spoken message include
        i. an open body stance
        ii. sitting on the edge of your chair/standing up straight
        iii. focusing your eyes on the person(s) to whom you are speaking.

    b. Examples of body language that detract from your spoken message include
        i. pointing your index finger
        ii. wringing your hands
        iii. crossing your arms across your chest
        iv. failing to make eye contact
        v. slouching.

4. Be aware of the pace of your speech. Pause to allow others to speak.

5. Speak clearly and loudly. If giving a presentation, ask someone at the back of the room if they can hear you and understand what you are saying.

6. When engaged in a professional discussion or while giving a presentation, use professional language rather than casual language or slang.

7. Whether having a face-to-face conversation or presenting/speaking to a group, silence and put away all electronic devices. Ask your audience to do the same!

Handout #2:

K-W-L Chart: Career Exploration

What I Know	What I Want to Know	What I've Learned

Teacher Resource #1:

Video Presentation Feedback Checklist

	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Presentation as a whole				
Eye contact				
Pace of speech				
Body language				
Volume of speech				
Clarity of speech				
Vocabulary choices				

Comments:

Video Presentation Feedback Checklist

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