Be A Polished Presenter

**Project Skills:** Collecting, preparing, and presenting information

**Life Skills:** Learning to Learn, Planning/Organizing, Communication

**Academic Standards:**
- LA.6.5.2.1; LA.7.5.2.3;
- LA.8.5.2.5

**Grade Level(s):** 6-8

**Time:** 60-90 minutes

**Supplies Needed:**
- CCS Communication Helper’s Guide
- Communications Toolkit demonstration lesson (page 43)

**Advance Preparation:**
- Read over the lesson plan and make sure you have all the supplies needed.
- Prepare slips of paper for charades.

**BACKGROUND**
No matter what you decide to be when you grow up, you will need to be a good communicator. Whether you work for a company, school, or stay at home to raise a family, you will need to be able to communicate clearly.

There are all different types of communication skills- some are more formal than others. Being able to make introductions, give a report, or even speak on the phone are examples of everyday public speaking skills. In fact, communication is not always verbal. Sometimes we communicate thoughts and feelings without saying a word through body language and even art!

Today, we are going to practice 3 different types of communication skills:
- **Intriguing Interviews**
- **Speechless**
- **Demo Dynamite**

**WHAT TO DO**
You can have the entire group do each lesson in succession, or have smaller teams rotate through three different stations. Read or share the background information for each category of manners, and then have youth perform the activity.

**Intriguing Interviews**
Conduct the activity on page 24 of the CCS Communication Helper’s Guide.

**Speechless**
Explain to the group often we communicate without ever speaking. This is called body language. Your posture, hand gestures, and facial expressions help you communicate thoughts, ideas, and feelings. Next, explain that they will be playing a game similar to “charades.”
Demo Dynamite- Explain to the group that sometimes they will have to do presentations that involve visual aids. In 4-H, we call this a demonstration. Demonstrations are show and tell presentations using visual aids or props. Do the activity, Show and Tell: A demonstration workshop found in the Communications Toolkit by Michigan State University (page 43).

TALK IT OVER
Sharing-
- What was the hardest part of this activity?
- What other types of occasions have you had to make introductions or “speak off the cuff?”
Processing-
- What are some other situations you can think of that would require speaking skills?
- Why do you think it is important for you to be comfortable making introductions or meeting people?
Generalizing-
- Why does how you speak in public affect what people think of you?
Applying-
- How do you think public speaking skills will benefit you in the future?

ENHANCEMENT
Ask a variety of professionals to visit your group and talk about how public speaking helps them in their job (examples are teachers, preachers, lawyers, doctors, nurses, etc).

TRAINER TIP
For younger youth, they will probably be more comfortable being paired with a same-sex partner for the Getting To Know You Activity.

An icebreaker is a fun way to introduce a topic and excite the youth. Here are a couple of ideas:

- **Time Travels** - make copies of the communication tools on pages 34-35 of the CCS Communications Leader’s Guide. Tape one of the communication picture cards on the back of each youth. Instruct them that their task is to guess what the picture is on their back. They can only ask “yes” or “no” questions.
- **Tongue Twisters** - Have youth warm up by saying tongue twisters. Copy the tongue twisters on page 39 of the Communications Toolkit Curriculum by Michigan State University and cut up into strips. Have youth draw a tongue twister out of the bag and see who can say the tongue twister the fastest.