Drama - Public Speaking: Factors of Success

**Documentation written
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based on a lesson created
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Drama - Public Speaking: Factors of Success

Grade Level: 6th Grade

CFSD Curriculum: Drama - Speech Writing

Lesson Objectives: Students will understand how various factors relating to a performance affect one another.
Students will be able to give each other specific information about various patterns observed as they practice their speeches in order to improve their final performances.

Systems Concept(s):   feedback relationships, patterns over time, interdependencies

Systems Tool(s)   CLD, BOTG

Activities at a Glance: Day 1: Students explore interdependencies between success, performance, and practice.
Day 2: Students learn how they will use BOTGs to give their peers feedback during practice.
Additional days: Students practice and use BOTGs to give their peers feedback.

Time Allotment: Two periods for lessons; additional periods as desired for students to conference/practice with peers

Integration Area(s):   This method could be used in any area that involved a presentation or performance.

Materials Needed For Lesson:

Materials: Handout for peer review (see attached), overhead transparency pens, blank overhead transparencies

Equipment: Overhead Projector or chalkboard

**Preparation:** copy peer review handouts (at least two copies per student to start)

Background Information: Students need to understand the following concepts prior to these lessons:
- aspects of a good speech including interesting topics, details, examples
- clarity of voice, eye contact, rate of delivery, and volume
- internal interference, i.e., not listening, talking to neighbor, walking around, etc.
- aspects of positive feedback during a speech, including listening, being attentive, clapping at the end, etc.

Activity(ies):
Day 1: Practice, Success and Confidence
- Ask a series of questions to help students brainstorm factors that affect their success when they give a speech.
    - When you stand up in front of the class to give a speech, what do you really want?" List ideas on the board, e.g., getting a good grade, experiencing success, having everyone listen and be attentive.
    - What do you think affects your grade or your success? List ideas on the board, e.g., interesting topic, details, enthusiasm, good examples, practice.
    - How do you feel when you've done really well?
- Explain the concept of systems feedback. Focus on the idea that if (A) something happens in a system, then it can affect something else in the system (B). Feedback occurs when (B) comes back around and affects (A). The relationship continues around in a circle.
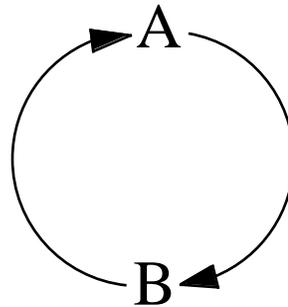

- Explain that some of the factors on the board can affect each other in this way.
- Ask students a series of questions to look at how the factors are related (See attached CLDs for examples of some of the relationships that could be explored).
    - What is your grade based on? e.g., how well you do or success of the speech
    - What affects your success? How do you need to feel in order to be successful? e.g., confidence
   - Draw a loop showing how confidence and success affect one another.
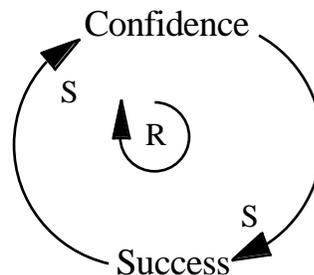
- What increases your confidence? Practice, positive feedback.
- If you do not have a very successful speech, how will the audience react? e.g., not listening, talking. What is this called? Internal interference. (Note: Internal interference comes from within the system and can be changed by members of the system, in this case, the students and teacher. For example, a student tapping his pencil has the choice to stop this behavior. External interference may come from the outside and usually cannot be changed from within the system. For example, the phone ringing, someone banging on the door, or the principal making an announcement over the intercom.)

- Draw internal interference into the loop and explain. How might that affect your confidence? decreases it?
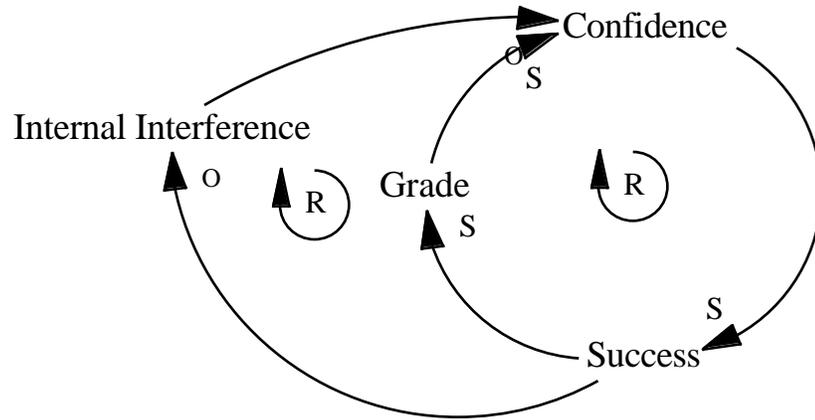
- Add in the loop for how practice affects confidence. Note: This loop could be reinforcing or balancing depending on the students' mental models about how confidence affects practice.

- Add grade into the loop.

Effective Practice

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B

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Confidence

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Internal Interference

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Grade

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R

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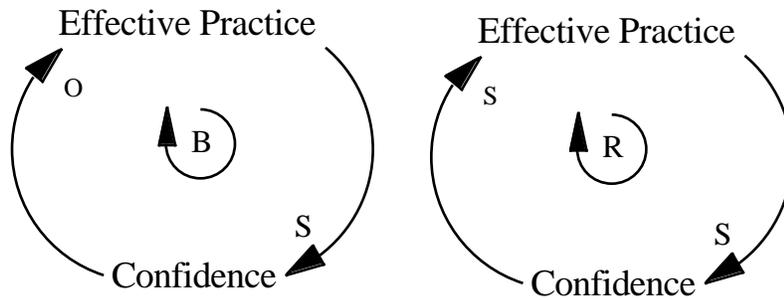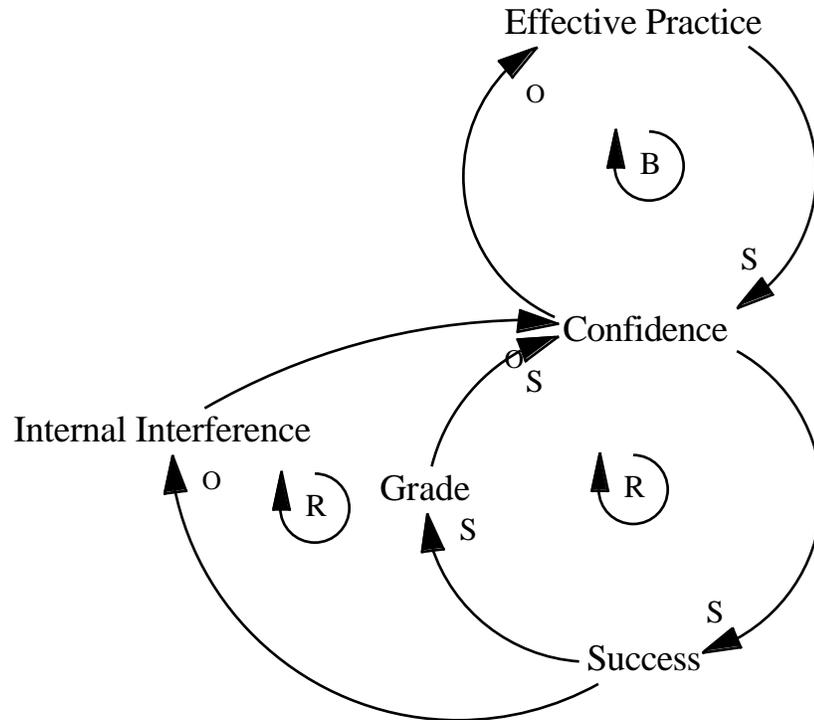
Success

- Add any other ideas into the loop as desired.
- Explain that students will monitor how much practice they are doing over time and then after their speech be able to reflect on their success based on the amount of practice.
- Have students create BOTGs of the amount of practice they are doing per day from the time that they start writing their speech until it is performed. Y-axis could be labeled with minutes of practice and the X-axis could be labeled from the beginning of the writing process up until the speech.

Day 2: Peer Review
- Ask, what are some of the factors that are important to consider when giving a speech, regardless of what the topic is? e.g., eye contact, rate of delivery, volume, clarity of voice.
- Explain that if we can focus practice on these areas, then the practice time will be more effective. One way to do this is to get assistance from peers.
- Explain that they will start to use BOTGs in order to give their peers very specific information about how they are doing in these specific areas.
- Pass out the peer review handout and explain that students will meet with a partner (use the same partner over time for consistency in identifying improvement) who will listen to their speeches and give them information on one or two of the areas at a time.
- In terms of the graphs, talk about what each one of the areas mean and what would be most desirable for each one in order to have a successful speech, e.g., making a lot of eye contact with various individuals throughout the room, varying the rate of delivery as appropriate to the topic so the speech is not monotonous, etc.

- Review steps for peer review
  - Decide together on which factors (graphs) you will focus on during peer review.
  - Listen to your partner's speech.
  - Graph the areas you chose.
  - Meet with your partner to discuss the graphs.
  - Write the suggestions from the conference below the graph(s).

Additional Days: Practice
- Students use the peer review process described above to practice and improve their speeches.
- Students update their BOTGs to keep track of the amount of practice they are doing on a daily basis.

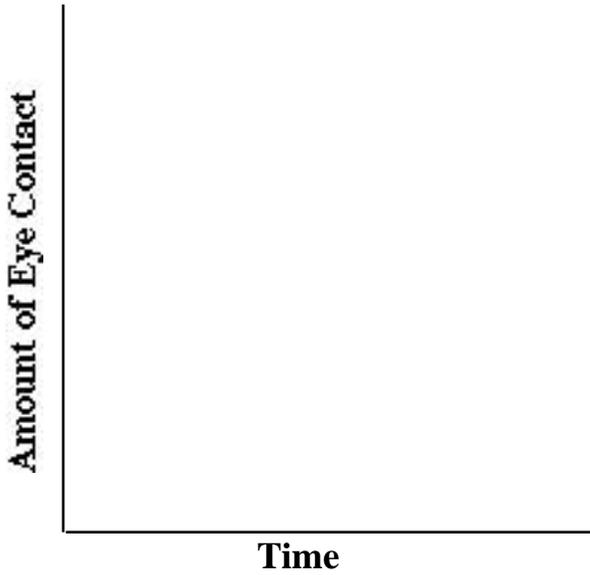**Debrief/Closure/Assessment:**
- Students give final speeches and receive a grade based on the quality of the speech. They are also assessed for participation and effort in the peer review process.
- Debrief the experience with a class discussion.
  - How do you believe using this process of peer review affected the success of your speech?
  - If the grade received was not desirable, what could you focus on next time in order to get closer to your goal?

Extension(s):   Continue using similar methods of peer review throughout the year as the students prepare for upcoming performances.
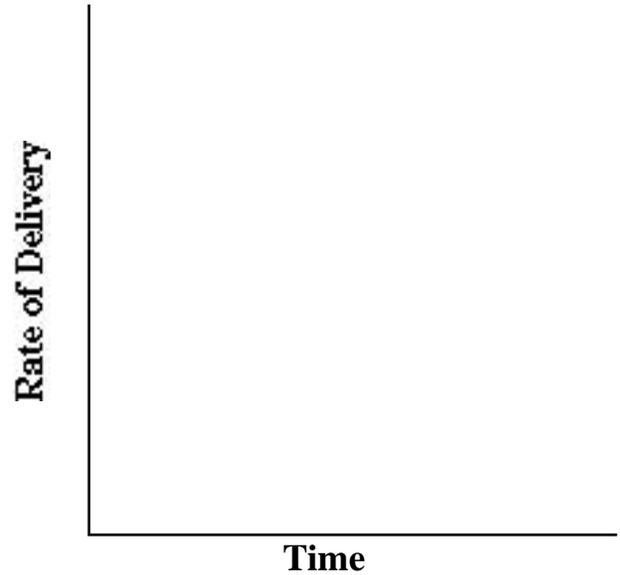
Peer Review Sheet

Amount of Eye Contact
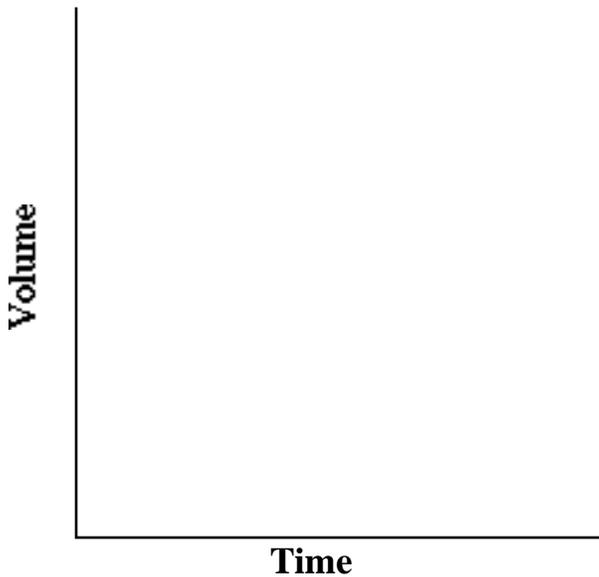
Time

Feedback:_____

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Peer reviewer:_____

Volume

Time

Feedback:_____

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_____

Peer reviewer:_____

Rate of Delivery

Time

Feedback:_____

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Peer reviewer:_____

Clarity of Voice

Time

Feedback:_____

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Peer reviewer:_____