

'LET's stand

Listen, **E**valuate, **T**alk, **S**TAND

Éist, **M** meas, **L**abhair, **S** seas

by Siobhán Keenan Fitzgerald (M.Ed.)



ENABLING AND EMPOWERING CHILDREN TO POWERFULLY PITCH
AND PRESENT THEIR IDEAS.



COMPACT, COMPREHENSIVE, CROSS-CURRICULAR

Oral **L**anguage **T**eanga **L**abhartha

and Presentation Programme for Primary School Children

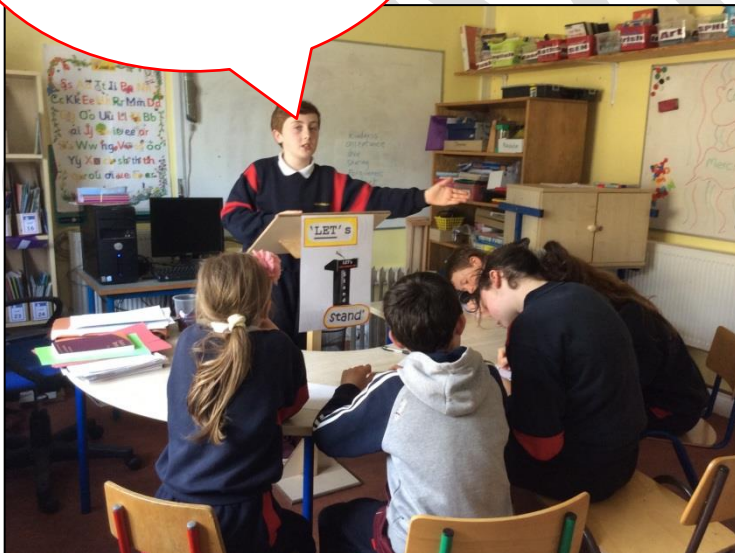
JUNIOR INFANTS
(Student Booklet)

"My favourite part was making people laugh with my presentation" (Adam, 5th Class)

My favourite presentation was "What moving on to Secondary School means to me" and "Planet Earth" (Alana, 6th)



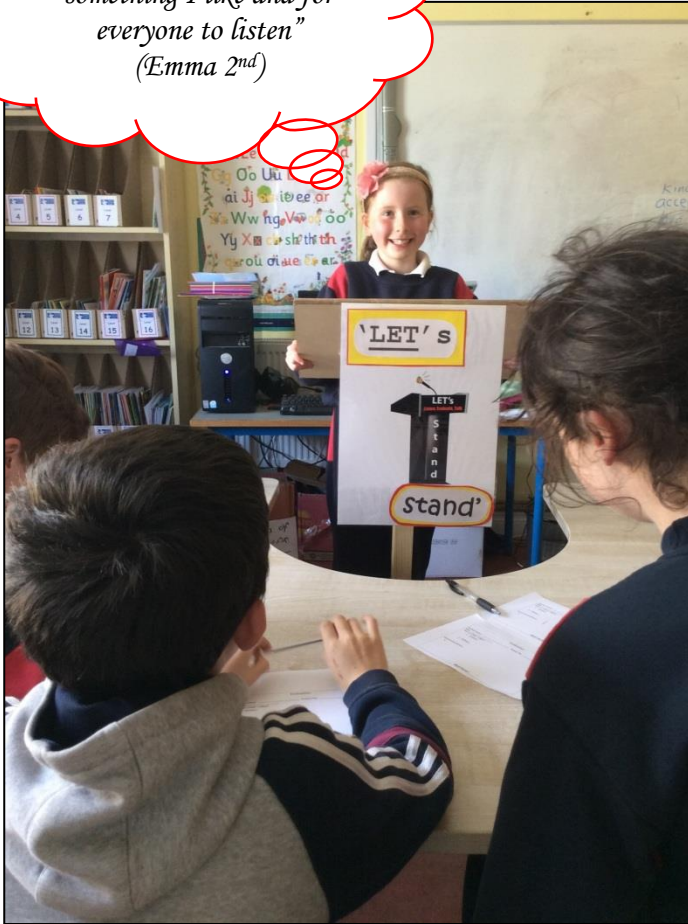
"I learned how to speak out in public and at the start of the year the teacher was like "stand straight" and I'd be like "ya, I know, I know." But now it all comes naturally". (Neil, 4th)



"I like hearing what my friends have to say" (Philip, Senior Infants)

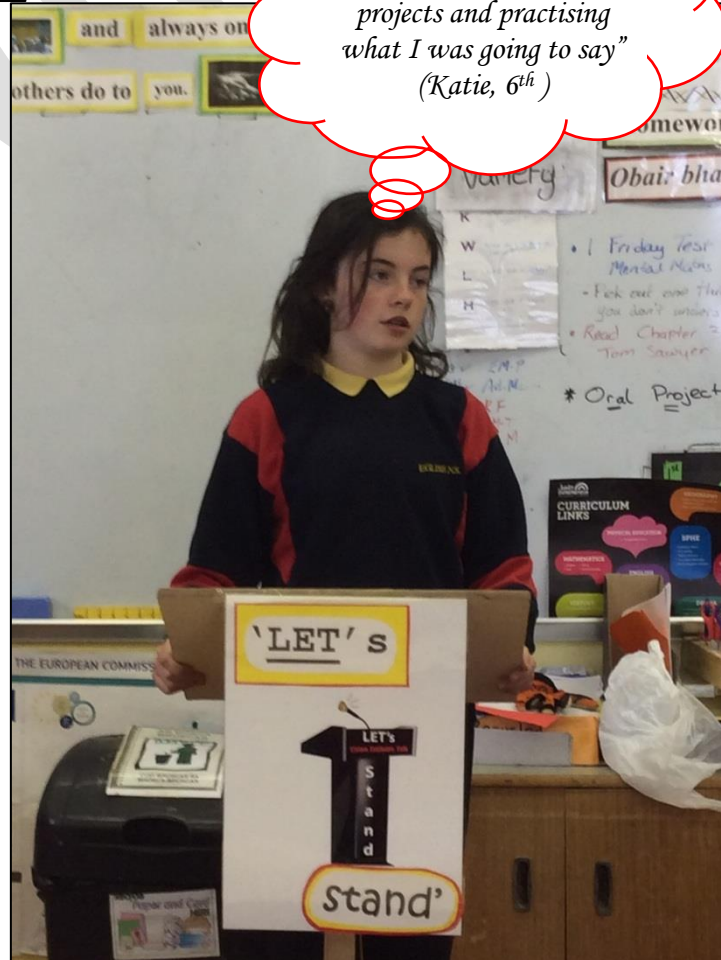


"It's great to talk about something I like and for everyone to listen"
(Emma 2nd)



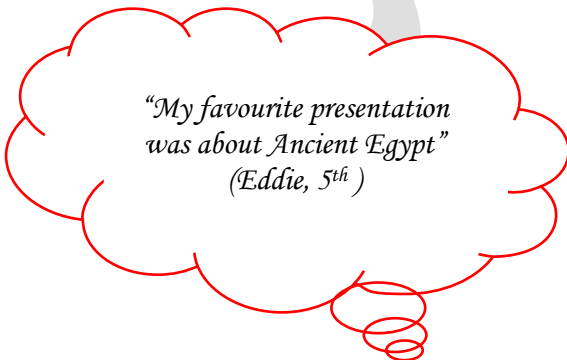
"I learned how to stand up straight, be confident, use eye contact and speak out loud and clear" (Nora, 5th)

"I loved planning my projects and practising what I was going to say"
(Katie, 6th)



"I hope to make a speech in Croke Park some day"
(Andrew 2nd)

"My favourite presentation was about Ancient Egypt"
(Eddie, 5th)



‘LET’s stand

Junior Infants

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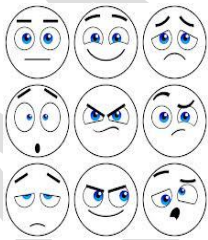
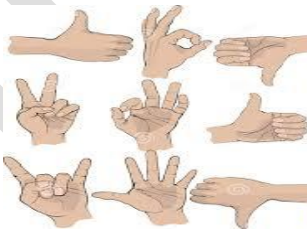



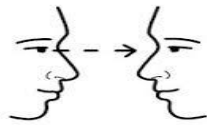
My name is.....

JUNIOR INFANTS

'LET's stand

Listen, Evaluate, Talk, STAND

Focus Box

Stand Up 	✓	Voice 	✓
Speak Out 	✓	Sequencing (structure) 	✓
Facial Expression 	✓	Hand Gestures 	✓
Prop 	✓	Body Language 	✓
Lovely Language 	✓	Eye Contact 	✓

Simple, sample presentation using all Focuses

(Stand Up Speak out Facial Expression, **smile**)

Classmates, Teachers, Friends (Eye contact,
Hand gestures, Voice)

Good morning (Body Language, **open arms**).

My name is.....Body Language).

Today (**pause**) I'd like to tell you 3 things about myself (Hand
Gesture).

Firstly (Hand Gesture,
sequence).....

family..... (Prop/ Visual aid, **eg photo /
picture**)

Secondly,hobby.....using nice describing
words, perhaps alliterations, similes, metaphors
etc..... (Lovely Language, Hand Gesture, Sequence)

Thirdly,.....something you may not know /
goal or wish for the future.....(Hand
gesture, Lovely Language, Sequence)

In conclusion, I have introduced myself to you by sharing
information about my family, hobbies and dreams. (Sequence,
summarising). I look forward to hearing about you.
(Pause, **breathe**).

Thank you for listening



Rules for the Listener

1	Sit comfortable, straight and showing respect to the speaker
2	Open your mind and heart (Look, Listen and Feel the presentation)
3	Visualise what the speaker is saying
4	Relax and enjoy
5	Give positive feedback to the speaker



Rules for the Speaker

1	Be prepared (confident that you have put time and effort into your presentation)
2	Walk to the lectern with confidence (you have something important to say)
3	Look around at your audience and smile
4	Take a deep breath and begin
5	Relax and enjoy

10 Presentation Projects

	<i>Presentation Title</i>	<i>Time:</i>	<i>Focus</i>	<i>Date</i>
1	Me (using a picture) – 5 things about myself	1 min.	Standing up Speaking out, loud and clear	
2	My family (picture) – 5 things about my family	1 min.	Standing up Speaking out Smile (facial expression)	
3	My favourite toy / hobby / book – 5 things	1 min.	Speaking Out Smile Show prop Lovely language	

More in Student's Booklets

Evaluating (Listening and looking)

What does the audience **See**, **Hear** and **Feel** when you speak?

What do you **See**, **Hear** and **Feel** when others speak?






See



Hear



Feel

 See	 Hear	 Feel

Evaluation

Student name: _____ Project No: _____

This is what I liked

Well Done !

Evaluation

Student name: _____ Project No: _____

This is what I liked

Well Done !

Evaluation

Student name: _____ Project No: _____

This is what I liked

Well Done !

Project 1 Me



Focus Box

Time: 1 minute

Stand Up	
Speak Out	

1.

2.

3.

4.

5.

Teacher's Note:

Project 2 My Family



Focus Box			<i>Time: 1 minute</i>
Stand up		Facial Expression - Smile	
Speak Out			

1.
2.
3.
4.
5.

Teacher's Note:



Project 3 My Favourite

Focus Box

Time: 1 minute

Speak Out		Prop	
Facial Expression		Lovely Language	

My favourite _____

Lovely Language _____

Teacher's Note:

General Presentation Aid Templates

Beginning

General Statement

--	--	--

In Conclusion / Finally / In Summary

Summarise and / or link to opening statement

Picture Prompts



Beautiful Phrases and Wonderful Words **I heard**

Beautiful Phrases and Wonderful Words **I Used**





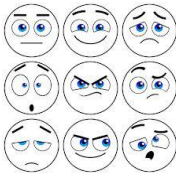


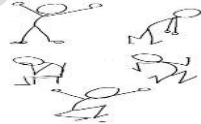

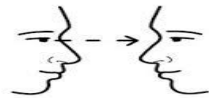

Teacher's Training Manual

(Junior & Senior Infants)



Oral Language / Presentation Skills Assessment

Focus Box

Stand Up 	/5	Voice 	/5
Speak Out 	/5	Sequencing 	/5
Facial Expression 	/5	Hand Gestures 	/5
Prop 	/5	Body Language 	/5
Lovely Language 	/5	Eye Contact 	/5
Pause 	/5		

Student: _____ Class: _____

Date: _____ Score: _____



"LET's Stand" Assessment Rubric

Student Name: _____

Class: _____

Date: _____

	Beginner 1	Developing 2	Average 3	Competent 4	Very Competent 5	Total
Stand Up	Reluctant to stand up	Stands but is fidgeting, takes time to get started	Walks up slowly, shows obvious signs of nerves	Stands up quickly but has weak posture. Perhaps slightly bent over and swinging back and forth	Springs into action with energy and enthusiasm. Confident posture	
Speak Out	Almost inaudible and/or speaks too quickly and is unclear	Speaks out loud but too quickly	Speaks slowly but is difficult to hear	Speaks out loud and slowly but pace is not appropriate for the speech	Speaks clearly, loud enough for all to hear and at a good pace. Excellent voice projection, speaking from the diaphragm	
Voice	Speaks in a monotone voice	Uses some intonation	Uses some intonation and different expression	Uses loud voice, soft voice, expression and emphasis but not always appropriately	Uses vocal variety, expression, intonation and emphasis to great effect.	
Sequencing	No evidence of sequencing	Beginning, middle or ending clear but not the rest	Beginning and ending clear but not enough body	Clear beginning, middle and ending but transitions from one part to the next unclear.	Excellent structured. Beginning, middle and ending with language to indicate each eg. Firstly....In conclusion	
Facial Expression	One fixed expression (perhaps scared or nervous look)	Nervous smile at the beginning, then same expression throughout	Warm smile at the beginning, then same expression throughout	Warm smile at the beginning and at least two other facial expressions during the speech, eg to show surprise, confusion, fear (raised eyebrows etc.....)	Begins with a smile and uses a few different facial expressions, at least one for impact regarding a point in the presentation and finishes with a smile	
Visual Aid / Prop	Uses no visual aids	Uses one visual aid but quality is small / poor, difficult for audience to see	Uses a few visual aids, eg. pictures / posters, flash cards, artifacts, powerpoint. Quality: good	Uses very good quality visual aids but could do so more smoothly	Uses PowerPoint or other visual aids with great ease and effectively. Excellent quality of visual aids adds to and reinforces the message of the Presentation	

Class:

Student List / project completion record

[illegible]

Planning your Presentation Session

		Time (approx.)
<i>Pre-Presentation</i>	<i>Introduction / Preparation for each new project</i>	30 mins.
<i>Presentation Sessions</i>	<i>'Let's Stand' Time</i>	25 mins.

- The Introduction / Preparation for each new project can take place perhaps the day before or a few days before the 'LET's Stand' time.
 - Approximately 30 minute session might include a 10 minute Warm-Up activity, 5 minutes explanation of project and 15 minutes helping the students prepare.
 - Plan your 'LET's Stand' time carefully. Eg. 20 minute session might include 3,4,5 speakers (depending on the timing of the individual projects) (10 mins), allow 1 minute for all children to fill in (by way of drawing or writing) 'Evaluation slip' for each speaker (5 mins), take 2 or 3 oral evaluation comments per speaker, giving the first *positive* comment yourself (5 mins) and (5 mins) to formally open the session, welcome everyone, introduce each speaker and conclude the session
 - Remind students each session that they should include two positive pieces of feedback on the evaluation slip.
 - A student can be nominated to facilitate the session and introduce each speaker, call out the 'focus box' points of that project
 - Give each speaker a short flattering introduction and encourage all students to give a big round of applause
 - Pre-teach the importance of a strong handshake and eye contact. Demonstrate and model this each time when you invite the individual speaker up to speak.
 - If any student is showing signs of *nerves*, pre-teach some relaxation techniques, eg. deep breaths – in for count of 3 out for 5, encourage child to visualise himself / herself confidently presenting, engage in mindfulness techniques, child can apply pressure with thumb of one hand to the middle of the inside palm of the other hand.
- Note:* Do not draw attention to the topic of nerves before a child or children mentions it.

- After all of the presentations have been completed, the teacher can give one or two important recommendations to the whole class based on the presentations but not drawing attention to any one student in particular.

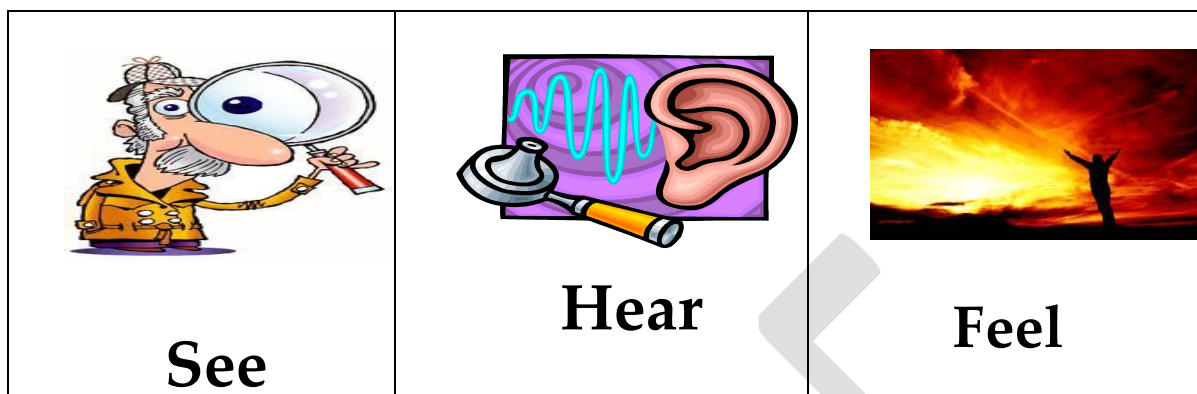


Warm up activities:

- Chinese Whisper (Whole class in rows) Illustrates why listening is so important and how stories / information can grow wings when passed from one person to the next (*Listening*)
- Circle Time – Communicate non-verbal messages and emotions using facial expressions, hand gestures and body language, eg. “I’m sad”, “Well Done!” “Stop!”, “Can’t hear you”, “Finished”, “I don’t know”, “I’m hungry”, “I feel sick / I have a headache”, “Stand up”, “Help” (Hand up), “What time is it?” Try “Where?” “When?” “I’m sorry”, “Come here”, “The box is over there”, “The book is good”. (*Non-verbal Communication*)
- Listening activity (Whole class or in pairs / small groups). Leader / Teacher describes a picture he / she is holding or looking at and the students draw. (*Listening and giving specific instructions*)

MORE IDEAS in Teacher’s Manual

Evaluating (Listening and looking)



Students improve their own speaking skills by evaluating the speeches of others and frequent feedback from peers helps students constantly improve their speaking and presentation skills.

The **speaker** becomes aware of both their strengths and areas with potential for improvement and the **listener / evaluator** listens and attends in a more focused way.

Tips for Evaluations

- *The idea is to focus the evaluators' attention on the positive aspects of the presentations in the beginning. This will benefit both the evaluator and the presenter.*
- From Junior Infants to 2nd Class, students give each other positive feedback from a multi-sensory view point, on what they saw, heard and felt from the presentation eg.

"I thought you had excellent eye contact because you looked all around the room",

"Your body language was strong and positive because you stood up straight and held on to the lectern",

"You spoke out loud and clear because I was at the back and I could hear you"

- *For 3rd – 6th Class, evaluation and feedback should be given in the proportion of 80% to 20%, 80% being the positive feedback and 20% being a recommendation for what might make the presentation even better.*
- *Make sure the positive feedback and praise is specific, always picking out examples of what the speaker did well.*
- *Specific recommendations of key areas to improve in can be given to the class as a whole or perhaps built in to a future lesson.*
- *Written evaluation slips can be given to the speaker as often as possible.*

I can't
hear
you !!!



.....Cut out and laminate.....

At the beginning of each of the Presentations Sessions

Listening Louis can be stuck on the back wall and students are reminded to speak up so that Louis can hear them.

10 Projects – Junior Infants

	<i>Presentation Title</i>	<i>Time</i>	<i>Focus</i>	<i>Literacy Links (Writing)</i>	<i>Literacy Links ('RC' Reading Comprehension Strategies)</i>
1	Me (using a picture) – 5 things about myself	1 min	Standing up Speaking out, loud and clear	Report Genre	<i>Literal:</i> Creating Images <i>Evaluative:</i> Determining importance
2	My family (picture) – 5 things about my family	1 min	Standing up Speaking out Smile (facial expression)	Report or Explanatory Genre	<i>Literal:</i> Creating Images <i>Evaluative:</i> Determining importance
3	My favourite toy / hobby / book – 5 things	1 min	Speaking Out Smile Show prop Lovely language	Narrative Genre	<i>Evaluative:</i> Self Questioning <i>Inferential:</i> Comparing Connecting

Studying the Different Focuses

Youtube Videos that may help with understanding the specific focuses

Title	Focus / Study	Time
Poor Listening Habits (7 Poor Listening Styles)	Listening Skills	7.07 mins
Mr. Bean Non Verbal Communication	Non Verbal Communication	3.27 mins
Jedward on the Jonathon Ross Show Part I (Interview)	<ul style="list-style-type: none"> Poor Listening skills, interrupting etc... Turn taking in conversations / interviews Count the crutch words 	9.20 mins

More available in Teacher's manual as well as lists of Youtube links to children presenting

Planned, Positive, Productive Pattern for Teaching

The **Process** through which new projects are introduced can follow the same pattern. This correlates with how topics and work in the other areas of Literacy are introduced and taught. (*based on Pearson and Gallagher 1984*).

A. Modelling

- The **teacher** demonstrates and explains, drawing attention to key elements. He / She thinks aloud, self-talking to hi-lite to students the process involved in planning and presenting.
- The **student** actively attends to the demonstration, listening, watching, feeling, absorbing and evaluating.

B. Sharing

- The **teacher** continues to demonstrate, inviting the students to contribute ideas and information and giving them the opportunity to ask questions.
- The **student** contributes ideas and begins to practise the use of the strategy in Whole-class situations.

C. Guiding

- The **student** works with help from the teacher and peers to plan and practise the use of the strategy.
- This is where the **teacher** guides and helps the student to use the strategy. The student's learning is scaffolded and differentiated based on his / her strengths and needs. The teacher provides feedback during this step. (The teachers gradually becomes more of the "guide on the side than the sage on the stage").

D. Applying

- The student works independently to apply the strategy in presentation and in context across the curriculum.
- The teacher attends, observes and evaluates and offers support and encouragement as necessary.

Project 1: ME

Listening reminder: 2 ears listening, speak so Louis at the back of the class can hear.

Evaluating reminder: all listening to feedback one good thing you like about the presentation.

Focus Box

Standing up			
Speaking Out			

Step 1 Teacher models Introduction and Ending, Practise in groups, individually and as a whole class.

- Introduction: “(Teacher’s name), Classmates, friends, today I am going to talk to you about.....”.
- Presentation
- “Thank you for your attention. Have a nice day”

Step 2 Teacher gives 5 pieces of information about himself/ herself eg “My name is I have long, straight, black hair. I have eyes. “ etc.....

Step 3 Teacher puts Step 1 and Step 2 together and times with a 1-minute egg timer.

Step 4 Students are helped to plan their presentation orally first and then with reference to the template in their booklet.

Resources:

- 1 min. egg timer
- Photograph, drawn picture or picture on the board
- Student’s booklet.

Project 2: My Family (5 things about my family)



Listening reminder: 2 ears listening, speak so Louis at the back of the class can hear

Evaluating reminder: all listening to feedback one good things you like about the presentation.

Focus Box

Standing Up		Facial Expressions (Smile)	
Speaking Out			

Step 1 Teacher model Introduction and Ending, Practise in groups, individually and as a whole class

- Introduction: “(Teacher’s name), Classmates, friends, today I am going to talk to you about.....”.
- Presentation
- “Thank you for your attention. Have a nice day”

Step 2 Teacher models a 1 minute presentation about his / her family, giving the name to personalise it, focusing on Structure: Introducing the friend / family member, telling what happened and the outcome.

Step 3 Teacher puts Step 1 and Step 2 together and times with a 1-minute egg timer.

Step 4 Students are helped to plan their presentation orally first and then with reference to the template in their booklet.

Resources:

- 1 min. egg timer
- Photograph, drawn picture or picture on the board
- Student’s booklet

Project 3: My Favourite toy / hobby / book (5 things about it)



Listening reminder: 2 ears listening, speak so Louis at the back of the class can hear

Evaluating reminder: all listening to feedback one good thing you like about the presentation.

Focus Box

Lovely Language		Prop	
Speak Out		Facial Expression - Smile	

Step 1 Teacher models Introduction and Ending, Practise in groups, individually and as a whole class.

- Introduction: “(Teacher’s name), Classmates, friends, today I am going to talk to you about.....”
- Presentation
- “Thank you for your attention. Have a nice day”

Step 2 Teacher talks about a favourite book / toy/ hobby, stating 5 things about it, using fingers for each new piece of information.

Step 3 Teacher puts Step 1 and Step 2 together and times with a 1-minute egg timer.

Step 4 *Questioning:*

- What prop did I use? Did you like it? How did it help make my presentation better? Did it help you understand more?
- What “lovely language” did I use? Repeat some of the lovely describing words used.
- How did I make my sentences longer?
- How many pieces of information did I give? What did I use to remind me to move onto a new piece of information?
- *Students are helped to plan their presentation orally first and then with reference to the template in their booklet.*

Resources:

- 1 min. egg timer
- Prop
- Student’s booklet



LET's Stand Certificate

Congratulations to

