



High School

National FFA Organization

Lesson HS.87

DEVELOPING WORKSHOPS USING THE MAGIC FORMULA

Unit. Stage Three of Development—DO

Problem Area. How Do I Effectively Communicate to Accomplish the Vision?

Precepts. A5 Communicate effectively with others. M3 Make effective business presentations.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Compare and contrast characteristics that make a workshop different from a speech.
- 2 Describe how the Magic Formula can be used for planning a workshop.



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Time. Instruction time for this lesson: 50 minutes.

Resources

DiResta, Diane. *Knockout Presentations: How to Deliver Your Message with Power, Punch, and Pizzazz*. Worcester, MA. Chandler House Press, 1998.
National FFA Organization.



Tools, Equipment, and Supplies

- ✓ Copies of HS.87.Assess—one per student
- ✓ Overhead projector and transparencies
- ✓ Projection surface
- ✓ HS.87.TM.A
- ✓ HS.87.TM.B
- ✓ Writing Surface
- ✓ 20 sheets of typing paper
- ✓ 3 canisters of Play-Doh per every 5 students



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Activities
- ▶ Demonstration
- ▶ Peer Teaching



Interest Approach

To begin, ask a set of questions that are geared to bring students to the conclusion that practice is necessary to be great at something. Start this process by asking students to think of their favorite hobby.



Think of your favorite hobby. Now, imagine that you have been invited to work with a group of 20 other people who are very interested in becoming as good as you are at that hobby. What advice would you give them about your hobby? How will you help them understand how to be great at this hobby? Make a list of some thoughts about those two questions.

Allow some time to think. Elicit responses for each question. Responses will vary depending upon the hobbies they select. Lead the students to the conclusion that in order for those 20 people to learn how to be great, they most likely will have to practice the hobby. Some questions that might help get students on track if they stray:



How long have you been involved with your hobby?
Have you had to practice that hobby for a while?
Who taught you how to be great? How did they teach you.?



How did you become so great at the hobby?

All of these questions are geared to bring students to the conclusion that practice is necessary to be great, Poll students to find out if they've ever been to a workshop?.



Who has been to a workshop before?

Elicit responses.



What kinds of topics have those workshops included?

Elicit responses. Some anticipated responses include: communication, leadership, teamwork, work place-related workshops, planning meetings, conferences, organization seminars.

Ask another probing question.



Why do we go to workshops?

Elicit responses. Some anticipated responses include: to get better at a skill; to learn how to do something else; to meet other people with similar interests and learn from them; to prepare for a task that we'll have to do at work.

Lead students to the conclusion that we go to workshops to practice skills or learn how to do something.



We go to workshops to practice skills or learn how to do something. Why would it be effective to do a workshop with those 20 people who are coming to you to learn about that hobby?

Elicit responses. Some anticipated responses: so they could practice the skills necessary to be great; to learn how to do what I've done; to get started; to meet others who are interested in the same topic and learn from them.

Set up today as a day for discovering more about the workshop as a tool for communicating our ideas.



Those are all super responses, and all reasons that make a workshop a powerful tool we can use in communicating our ideas with others. Let's look a little deeper into workshops today.

As we make our way into the world of how workshops really work, put on your hard hats and think like a builder. How might an engineer or builder think or act when he or she is building a bridge, a house, a building, or a road?

Elicit responses. Some anticipated responses include: they are very detailed; they are persistent; they look at how things work; they build from raw materials; they make connections.



Those are all important things to think about as we start building on what we already know about workshops. Let's be detailed today. Let's make connections between our own experiences, and put them into practice so we can make it happen for others.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Compare and contrast characteristics that make a workshop different from a speech.
Have students think back to the last speech they heard.



Let's shift our thinking from workshops to speeches for a moment. Think back to the last speech you heard. Consider these questions to yourself:

What was it like for you as a member of the audience?

What did the speaker do that you remember?

What was the speaker's main point?

Take a few moments and journal a paragraph that responds to these three questions.

Allow students time to process the questions and journal.

Have students think back to the last workshop they experienced.



Let's go back to the workshop discussion we had previously. Think back to the last workshop you experienced.

Consider these questions to yourself as you journal a short paragraph about that experience:

What was it like for you as a member of the audience?

What did the speaker do that you remember?

What was the main point of the workshop?

Allow students time to process the questions and journal.

Have the students compare and contrast the two experiences with a partner. They should work to come up with a list of things that make a workshop different from a speech.



As you look back on those two experiences, consider these two questions:

How were they similar?

How were they different?

Create a list of those things that make a workshop different from a speech.

Allow them time to create a list alone first.



When I point to the class share your list with your neighbor. Combine your two lists into one list of major differences.



Allow five minutes to work in pairs.

Before starting the content, explain that as students following along and taking notes, they should compare this list with their lists. Each time they find something similar between the two lists; they should place a star by the point on their list.



Let's look at some characteristics that make workshops different from speeches. Look for matches between the items on this list and the list you just created with your partner. When you find a match, place a star by that point on the list you just created with your partner.

Write the following on the board or show HS.87.TM.A.

I. Characteristics that make a workshop different from a speech.

A. What characteristics are different in a workshop?

1. Audience involvement: What are some tools to involve the audience in a workshop setting?

a. **Activities:** an experience, usually in the form of a game or task, in which the audience participates.

b. **Demonstration:** an experience where the presenter or a group of audience members led by the presenter show how to perform a skill. For example, make a flower arrangement, introduce a speaker, groom a horse.

c. **Peer teaching:** an experience where the audience members share their experience on a specific topic with each other.

2. Props and Visual Aids: What are some visual tools used in a work shop setting.

a. Overhead projectors.

b. Slides.

c. Displays.

d. Flip Charts.

e. Films.

f. Power Point Presentations.

3. Immediate application: How do you give the audience a chance to apply the main points in a workshop setting?

a. Handouts with a summary of the information.

b. Workbooks to capture thoughts and ideas.

c. **Demonstration** of the skill by the audience.

d. Provide well thought-out questions that start discussions.

e. Give the audience a problem to solve.

The level of audience interaction is the one degree of difference between a speech and a workshop.

Ask a question of the students.



Who found matches between the list you created and the list we just discussed?

Choose a student who responds.





Tell us about the matches you had.

Elicit more responses from other students regarding the matches they found.



Who had other items on their list that we didn't just discuss?

Choose a student who responds.



Tell us about what you had on your list.

Elicit more responses from other students regarding the items they had that weren't mentioned. Provide closure by concluding that the main difference between workshops and speeches is the level of audience interaction.



The examples we've just cited as difference between speeches and workshops essentially gets back to the level of audience interaction. For the most part, speeches have very little interaction and workshops have quite a bit.

Let's look at how we can use the Magic Formula to create an appropriate level of audience interaction for a workshop.

Objective 2. Describe how the Magic Formula can be used for planning a workshop.

Ask a leading question.



Imagine you've been called on to do a workshop next month. Based on what you now know about workshops, create a list of questions you will ask that would help you in planning the workshop. An example might be: What is the topic?

*Allow the students time to create a list of questions. Elicit responses. Some anticipated responses include: how long will the workshop be? What will the topic be? Who is the audience? What **activities** should I use? How will I apply the information? Where do I start? How do I come up with ideas? Collect responses on a writing surface.*

Explain that the process we are going to discuss will help us answer some of those questions.



Those are all great responses! Let's take a look at how we can use the Magic Formula to plan for a workshop.

Write the following on a writing surface or show HS.87.TM.B. As you move throughout the content, display the icon and question first, then have students respond to the question. Finally, reveal the other key points associated with each icon.

II. How does the Magic Formula for presentations fit for generating ideas for a workshop?

A. Telephone: What are some things to consider when you are contacted?

1. Length allowed can determine how much audience involvement will be possible.
2. Room setting will also determine how much audience involvement is possible.

B. Heart: What does the audience want to get out of a workshop?

1. The audience will expect to walk away with some practical skills in your area of expertise.
 - a. Choose a topic that will be most practical for the audience to whom you are presenting.



- C. Movie Clapper: How do I take the topic I have and make it into something the audience will walk away and do?
1. Narrow down the topic into simple actions for the audience.
- D. Point: I have my topic and I know what they should be able to do at the end. But what are my main points?
1. Think about each action you want them to take, and determine what key points or steps are needed for the audience to be able to do that action.
- E. Books: What supports my main points or steps?
1. You may use resources like books for a small amount of spoken support information.
 2. Support most likely will come in the form of demonstrations or activities related to the steps and key points.
- F. Application: How will they apply the information to their life?
1. Use handouts or worksheets to have them write down potential applications.
 2. Have them demonstrate or explain to someone else how to use the tools discussed.
 3. Have them journal about the experience and how they will use it.
- G. Rearview Mirror: How will I review and close?
1. The review may be spoken by the presenter.
 2. The review may be demonstrated by the presenter.
 3. The review may be led by the audience as they re-teach the information to each other.
 4. The review may be an activity in which the audience participates.
- H. Electric Outlet: How will I connect this information with my audience's interests in the very beginning?
1. Use an activity that will connect the topic of the workshop to the audience.
 2. Use questions to discover what experience the audience has with the topic.
- I. Coming Attractions: How will I preview the content of the workshop?
1. Write the main points that will be shared on a writing surface.
 2. Tell the audience what you plan to teach them during the workshop.

Gather students into groups of five or less after giving the following instructions. Some ways to split up the students include numbering off, lining up in order of birthdays and then splitting up, or splitting up students prior to class. Have a Michelangelo Moment with the students to allow them time to interact with this new process and information. Allow them 10 minutes to create their models.

 Imagine that you are Michelangelo. What would you do?

Anticipated response: Create sculptures.

 As the famous Michelangelo, use your ability to create a model that you could use to describe how to use the Magic Formula to plan for a workshop. When you hear the words "Sculpt away," you'll know it's time to get up and move into these groups.



Split the students into groups without having them move. Designate areas around the room for each group to go.



You may use the clay provided and the brains of others in your group. You have 10 minutes to create this model. What questions do you have? Sculpt away!

Allow students to move and distribute the clay. Monitor their progress as they take 10 minutes to create the model. Share when finished.



Who's going to be the first group to show and tell about the model you just created? Allow each group to share on a volunteer basis.



Review/Summary

Have students work in the same groups they were in for the Michelangelo Moment. Give each group a clean sheet of blank paper. Have them write the word "WORKSHOP" vertically down the left hand side.



One person in your group should take the sheet of paper you've been provided and write the word WORKSHOP vertically down the left hand side. Explain the activity with the following instructions.



Using each of the letters on the left hand side of your sheet of paper as the beginning letter create a list of ways the Magic Formula can be used to plan for a workshop, or differences between a speech and a workshop. You may have single words or entire sentences. Make sure this represents your best work. Imagine it as a great way to show others what you learned from this lesson.



Application

►Extended Classroom Activity:

Have the students get into groups of three to five. Give them a topic such as Parliamentary Procedure. Have the student groups create a workshop that could be delivered to a civic group in the community regarding that topic.

►FFA Activity:

Have students go to a workshop or conference and write a paragraph summarizing how the presenter used components of the Magic Formula in their work shop.

►SAE Activity:

Have students go to a workshop or conference that is related to their SAE. Have them evaluate the workshop and provide suggestions for improvement.



►Connection to Other Lessons:

This lesson is best understood when taught after HS.85 and HS.86.



Evaluation

Use HS.87. Assess to evaluate Objectives 1 and 2.

Answers to Assessment:

Part One: Short Answer

1. What are three characteristics related to workshops that make them different from speeches?

Answers should reflect the following three characteristics:

Audience involvement

Use of props and visual aids

Immediate application of main points

2. Name three props and/or visual aids used in a workshop setting. Students may have three of any of the following:

a. Overhead projectors

b. Slides

c. Displays

d. Flip Charts

e. Films

f. Power Point Presentations

3. Name three ways to have the audience immediately apply the main points in a workshop setting. Students may have three of any of the following:

a. Handouts

b. Workbooks

c. Have the audience demonstrate the skill.

d. Provide well thought-out questions that start discussions.

e. Give the audience a problem to solve.

4. What is one tool that can be used to promote audience interaction in a workshop setting? Students may have any one of the following:

a. Activities

b. Demonstration

c. Peer teaching

Part Two: Diagram

1. Create a flowchart that describes how the Magic Formula can be used to generate ideas for a workshop. Students' flow chart should reflect the following steps and key points in order.

A. Telephone: What are some things to consider when you are contacted?

B. Heart: What does the audience want to get out of a workshop?

C. Movie Clapper: How do I take the topic I have and make it into something the audience will walk away and do?

D. Point: I have my topic and I know what they should be able to do at the end. But what are my main points?



- E. Books: What supports my main points or steps?
- F. Application: How will they apply the information to their life?
- G. Rearview Mirror: How will I review and close?
- H. Electric Outlet: How will I connect this information with my audience's interests in the very beginning?
- I. Coming Attractions: How will I preview the content of the workshop?



DEVELOPING WORKSHOPS USING THE MAGIC FORMULA

►Part One: Short Answer

Instructions: Provide a short response to the questions in the space provided.

1. What are three characteristics related to workshops that make them different from speeches.
2. Name three props and/or visual aids used in a workshop setting.
3. Name three ways to have the audience immediately apply the main points in a workshop setting.
4. What is one tool that can be used to promote audience interaction in a workshop setting.

►Part Two: Diagram

Instructions: Respond to the following question by creating a flowchart or diagram that represents the desired information on the back of this sheet of paper. You may use pictures, words, or a combination of both to present your ideas.

1. Describe how the Magic Formula can be used to plan a workshop.



CHARACTERISTICS THAT MAKE A WORKSHOP DIFFERENT FROM A SPEECH

Audience Involvement

What are some tools to involve an audience in a workshop setting.

- 1. Activities**
- 2. Demonstrations**
- 3. Peer Teaching**

Props and Visual Aids

What are some visual tools used in a workshop setting.

- 1. Overhead projectors**
- 2. Slides**
- 3. Displays**
- 4. Flip Charts**
- 5. Films**
- 6. Power Point Presentations**

Immediate Application

How do you give the audience a chance to apply the main points in a workshop setting.

- 1. Handouts**
- 2. Workbooks**
- 3. Have the audience demonstrate the skill**
- 4. Give them well thought-out questions to start discussions**
- 5. Give the audience a problem to solve**



THE MAGIC FORMULA FOR WORKSHOPS



◆ What are some things to consider when you're contacted.



◆ What does the audience want to get out of a workshop.



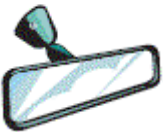
◆ How do I take the topic I have and make it into something the audience will take away and be able to do.



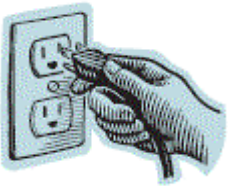
◆ What will be my main points or steps.



◆ What supports my main points or steps.



◆ How will they apply the information to their lives.



◆ How will I review and close.



◆ How will I connect all of this information to my audience's interests in the very beginning.

◆ How will I preview the content of the workshop.

