

Current Events: 10th - 12th Grade Series

Lesson 4 and 5: Creating an Ag Issues Presentation

Estimated Lesson Length:	2, 50 minute class periods
Recommended Grades:	10-12th Grade
Related LifeKnowledge Lesson:	LifeKnowledge HS 86
	
Objective(s): The student will be able to:	
✓ Create an agricultural presentation that informs on a local, national and global issue.	
Materials, Supplies, Equipment, References and Other Resources:	
Course textbook Computers with Internet access and word processing capabilities Presentation activity sheet (AS 1.6)	
 	

Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest Approach:	<i>Review prior day.</i> After completing attendance and announcements, remind the students of the progress they have made so far in exploring current agricultural events this week.	5 minutes
2. Presentation Activity Sheet – Creating the Draft (Day 1)  	For the next two days, the students will work individually to create a presentation using the LifeKnowledge Magic Formula for speeches to inform an audience on a local, national or global agricultural event. Explain that their presentation should provide accurate and educational information about one of the agriculture topics they researched earlier in the week. By the end of today, they will need to submit a paper and pencil/pen draft of their presentation. Tomorrow they will have the opportunity to enter it on the computer in a word processing program and finalize the presentation Let them know that the presentation needs to be neat, accurate and contain all of the information included on the activity sheet. <i>Distribute copies of the activity sheet (AS 1.6) included with this lesson.</i> Review each of the items on the activity sheet to make sure the students are clear on what is being requested. When all questions have been answered, allow the students to begin work on their pencil and paper draft of the presentation. As the students are working, roam the room to provide suggestions and guidance. <i>At the end of day one, review each student's draft copy. If it is not ready, ask them to take it with them as homework. They need to have the draft complete prior to class the following day.</i>	40-45 minutes
3. Newsletter Activity – Final Product (Day 2)	After completing attendance and announcements, remind students that their presentation needs to include all of the items on the activity sheet! And must be in final, ready to present form at the end of the class. Allow students to begin work on the computers, entering their draft document into its final electronic format.	45 minutes

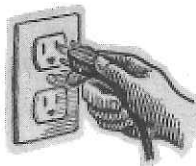
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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
	As students complete their presentations ask them to submit them along with all of their research information and activity sheets from the prior days. <i>If all students have completed the assignment before the end of the class, ask for volunteers to present their speeches to the class.</i>	
4. Summary, review and projects to collect	Thank the students for their hard work over the past week. Encourage them to expand their work as agricultural advocates!	5 minutes

Writing and Presenting Speeches

- ◆ When creating a manuscript or presentation outline arrange the speech in this order:

1. Opening

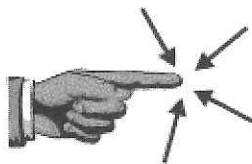


Connection

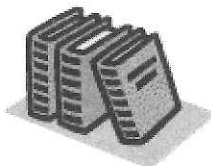


Preview

2. Body



Point

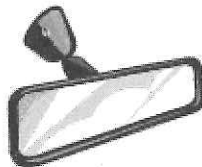


Support



Application

3. Closing



Review

- ◆ Keep in mind that you'll be great with practice!

The Magic Formula Revealed

☐ **Connection**

Picture this: It was my sophomore year of high school. I was a nervous wreck. Our teacher had told us to write a speech on a topic of our choosing, and now it was time to deliver the speech. As I walked to the front of the classroom, my palms were sweaty and my heart was pounding; I just knew that I was surely going to trip, or something clumsy like that. I reached the front of the classroom, turned to face the audience, and found they were all looking at me.

Wait, I was the one who was speaking! I read my speech straight off the paper; it was really hard to prepare. I had such a hard time finding a place to start writing, not to mention trying to remember the actual speech when the pressure was on. After that day, I decided that there had to be a better way to approach writing and delivering speeches.

☐ **Preview**

Maybe, like me, you've also thought, "Man, there's just got to be a better way to get my ideas down on paper and actually remember what order they go in!" If you've ever had a thought like that, you are in the right place. Today, I'm going to tell you about a tool you can use to brainstorm and deliver effective speeches. It's called the Magic Formula for presenting.

☐ **Point**

Using the Magic Formula makes it easier to brainstorm and write great speeches.

☐ **Support**

Take, for instance, Crystal, who thought that writing speeches was difficult. Her biggest complaint was that it was just too hard to start. Then she found the Magic Formula. It really helped her.

Just the other day in my leadership course, my teacher told us about several advantages to using the Magic Formula in developing and delivering presentations. Some of the advantages she listed were: It gives you a place to start when you begin to create a presentation; it helps you remember your presentation with just a few notes; it helps you build confidence as an effective presenter; and it helps you influence other people.

☐ **Application**

Using the Magic Formula can help you too. You might use the formula to brainstorm a speech as a group or by yourself. It's hardest to get started, but the formula has questions to help you out. You also might use the formula to outline how you will present the ideas you brainstormed. There are many ways for you to use the formula.

My Magic Formula

☐ **Connection**

(Get your audience interested in the topic.)

☐ **Preview**

(Give them an idea of where this presentation is going.)

☐ **Point**

(Clearly state the main idea of your presentation.)

☐ **Support**

(Back up your point with statistics or examples.)

☐ **Application**

(Clearly identify what you want them to do with this new information.)