



Get to the Point: Lesson Plan

Learning from Videos: 15 Minutes

Youth develop and learn at various rates; a classroom of young people working towards a project will be at various stages in the project development process. These mini-lessons (videos) are approximately three minutes each and focus on the various stages of project development. Starring Kacie Rogers and directed by Keri Hobbs, these videos are intended to support educators and leaders in assisting youth with project development. Staff can choose to share these videos with students or adapt what is shown in the recorded videos for face-to-face instruction. Sometimes, a video can be a nice change of pace for students and provide instructors a break too. Additionally, the videos are a great tool to use for virtual 4-H Club Meetings.

Get to the Point: https://kaltura.uga.edu/media/t/1_bibafw11

Explore Your Interests: https://kaltura.uga.edu/media/t/1_kt0j2s3b

Unleash Your Creativity: https://kaltura.uga.edu/media/t/1_f07n32ae

Share Your Story: https://kaltura.uga.edu/media/t/1_zdgu14l1

Practice Being Specific: 5 Minutes

Flappity Manipulative

Supplies: Student 1:1 technology device or adapt the following to a whole group activity led by the teacher. Direct youth individually or in groups to open the hyperlink (below) on their device.

Flippity Link for Youth:

https://www.flippity.net/ma.php?k=1gpqCi_FlmewpHM7vrj9NZUrF1_VUBy-JN93Zf4TwlvA

Objective: The child's job is to group the writing topics. Like in the videos (specifically the get to the point video) the youth learned how to be specific with their interest. In the video, Mrs. Kaycie talked about how the student was interested in learning about the ocean, but even more so she was interested in marine animals. Further, the child decided they wanted to talk about sharks that lived in the ocean and the child narrowed that further by selecting the megalodon shark. The objective of this activity is for the child or class to work on narrowing topics down.

Instructions: In the [Flippity Manipulative](#), youth will group the topics by broad topics (red), specific topics (yellow), and single-focused topics (pink). This activity also highlights some of the competition areas for the Georgia 4-H Project Achievement Workshop. There is no wrong



way to complete the manipulative activity. It is the child's job to manipulate the words into groups that make sense to them and to learn how to group ideas.

Selecting an Interest: 5-10 Minutes

Supplies: Pencil Handout (1 per student)

Objective: The objective of this activity is for the child to select an area of interest and work on narrowing their given topic down.

Instructor Note: Direct youth to complete the graphic organizer. Highlight to the youth the importance of being specific with their chosen topic area and selecting a topic that they enjoy.

Brainstorm Topic and Talking Points: 15 Minutes

Supplies: 4-H Presentation Outline Handout, blank/lined paper, and pencil

Objective: Selecting a topic of Interest.

Instructor Note: Following the video(s) and manipulative activity provide youth time to brainstorm and plan out a topic. The instructor should plan to give youth at least 15 minutes to brainstorm a topic. Ensure the time is relaxed and that children are not pressured into picking a topic. For those who select a specific topic before the time is up encourage them to select talking points within their topic area. For example, if the youth member selects cat care, they might choose to share feeding routines, grooming, and dental care. After 15 minutes are up if youth have not chosen a topic staff can guide youth to a topic while the other youth take a scheduled break. Our focus is to show youth that speeches can be fun because they can choose something they enjoy.

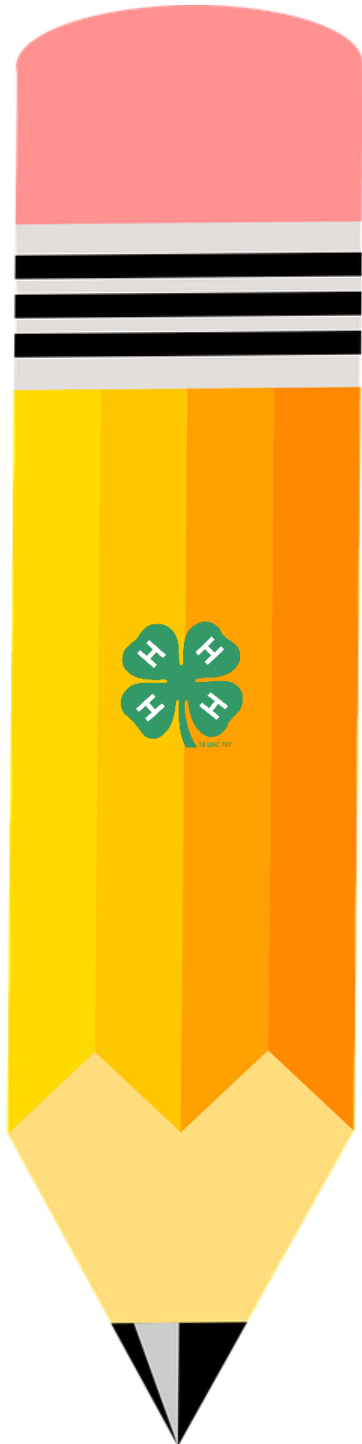
Transition/Wrap Up: 1-3 Minutes

Supplies: Markers and Flip Chart/ Whiteboard and Markers

Instructions: Direct youth as they transition to their break to write their chosen topic on the flipchart at the front of the room. This will allow youth to see what other youth have selected and will encourage conversation related to their topics during the break.



Get to the Point



What are your interests?

- _____
- _____
- _____
- _____

Can you narrow your interests down more? What exactly do you love about the individual interest(s), what do you want to know more about?

- _____
- _____
- _____
- _____

Write down one specific topic you plan to research and prepare a speech on?

My Presentation Topic Is:

4-H Presentation Outline



Student Name: _____

4-H Project Category: _____

Subject: _____

Title of Speech: _____

Introduction

In this section, come up with a catchy or interesting opening to get the audience's attention. Introduce yourself here. Also, tell the audience what subject you are talking about. Highlight no more than four important points about your subject.



Body

This is the heart of your presentation! Tell the audience what subject you are talking about. Highlight three important points about your subject. Write a paragraph or two about each point.

First Thing I'm Going to Talk About: _____

Second Thing I'm Going to Talk About: _____



[illegible]

Fourth Thing I'm Going to Talk About: _____

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small purple square graphic. Inside this square is a yellow lightbulb with a black outline and several short black lines radiating from the top, suggesting it is lit or glowing. The overall appearance is that of a clean, unused piece of stationery or a template for writing.



Conclusion

You are almost done! Tell us what you talked about in your presentation here! Do not make it too long and end your presentation with a bang!

This is what I talked about: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

This concludes my presentation. Thank you!





Get to the Point: Practice and Present

Staff Plan

Practice Time

Supplies: Time to Practice Handout (1 per student), pencil

Instructions: Go over the importance of practicing a speech. You can engage them in a brief discussion on why the presenter should practice and provide examples as needed. A relatable example for youth is a sport or performing arts example. For example, the first time we tried to make a basket in basketball we likely missed, but the more we practiced the better we got. After highlighting the importance of practice go over the practice steps handout with the group and direct them to work individually to complete the steps.

Presentation Time

Supplies: Podium (optional), pencil, and the Presenter Highlight Handout (cut in half)

Instructions: Go over the following expectations with the youth.

1. Youth should listen when others are presenting.
2. Youth should lift each other up.
3. Youth should hold all questions and thoughts about presentations until everyone has presented.
4. Youth can circle the icons on the Presenter Highlight Handout that the presenters are doing well.

Note: Instructors, time will vary on length of presentations. If you are worried about time provide a time limit that fits your schedule or age-appropriate time length. If you plan to provide a time length it is recommended to give this instruction earlier in the writing process so youth can plan accordingly.

Presentation Wrap-up

Supplies: A soft ball or toy to throw

Instructions: Toss a ball around the room to different youth. When a youth member catches the ball, they should share a statement on something that someone did well during their presentation. For example, Julie did great making eye contact, or I loved how Amy spoke loudly so we all could hear her speech.

Time to Practice: Youth Handout

When writing essays your job is done after writing, proofreading, and edits; however, this is just the beginning with presentations. When presenting the written portion is the start of a great speech, but presenting a good speech is all about how you speak, the visuals you use, and the body language of the presenter.

So, let's practice these skills before presenting in front of your peers. Complete the following steps or complete as many steps as possible before it is time to present.

Step 1: Read your speech once through in your head to familiarize yourself with your speech.

Step 2: Read your speech out loud in a charismatic way. For example, avoid reading your paper in the same volume the whole time so you do not come off as monotone. Also, consider pausing in places for a more dramatic read.

Step 3: Can the whole room hear you? In this step speak loud enough so the person in the back of the room can hear you.

Step 4: Add in eye contact, so that you are connecting with your audience. During the practice, find 4-5 objects throughout the room to look at. The former will help you practice eye contact. This will be similar to making eye contact with various "people" during your speech.

Step 5: Breath, relax, smile.... Do not read your speech too fast so your audience cannot enjoy all the great things you are sharing.

Step 6: Remember to have fun! The topic you are sharing should be something you are interested in. When we are relaxed it can be fun to share our interests with others, so in this last test try to combine steps 1-5 one more time. Have fun sharing your interests!



Presenter Highlights

Circle the icon(s) that represent what the presenters did well.



Eye Contact



Facial Expressions



Hand Gestures



Easy to Follow



Good Posture



Well Written



Creative



Easy to Hear



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