**PROGRAM OVERVIEW**

Glossophobic, stemming from the Latin word glossa, meaning tongue, and phobia (meaning dread), is more commonly referred to amongst the nonmedical community as “stage fright.” Oddly enough, fear of public speaking outranks many other fears that people face, including heights, darkness, spiders, and even death! It’s hard to believe that something that teachers do every day — stand up and speak to a classroom of students — is the biggest fear of most people. Admittedly, it is a bit different when you are standing in front of a group of your peers. This disorder equally effects both genders and plagues roughly 75% of the American population.

“Cat Got Your Tongue?” was designed to ease the tension that many students face when it comes to doing a presentation in front of a group of peers. This program allows students the opportunity to storyboard ideas cooperatively, write scripts (or speeches), video record, analyze and critique, then rework any problem areas based on rubric results. This process, executed very similarly to the Writer’s Workshop model, allows students the comfort of watching themselves presenting a given assignment then an opportunity to remedy any errors that they notice while watching the recording. More often than not, it is difficult to correct a problem that you do not know you are doing. For example, one student in my room continually bites her bottom lip when she is doing any presentations in class, which can be quite a distraction for the audience. Even though this comment had been included on her project evaluations in the past, it wasn’t until she saw a video of herself that she recognized the distraction and has since been working on it. This has also helped my students when it comes to making eye contact with the audience, as it is just a camera, not an entire audience of anxious eyes staring at them.

Students initially begin by creating short commercials to entice me to buy or do something. These commercials are short in length, approximately 2-3 minutes and feature no more than 2 students per commercial. Students are provided a box full of “props” that they may select from as their product to endorse. This lesson is a fantastic introduction to persuasive writing as it is what students their age correlate with persuasion: commercials. Once the “product” is chosen, students sit down to storyboard and script their commercials on paper before rehearsing. Commercials are then recorded by another set of students, and evaluated by the presenters, using a student-friendly rubric. After a self-critique, students are given the option to auto correct and fix their errors, or turn in the recording as it is. I have found that this self-evaluation process has been very powerful in developing more assured public speakers. It will always be a “scary” thing for students to stand up and present in front of others; however, this program will help ease the tension and better prepare students for future speaking engagements.

This program will be implemented intermittently throughout the entire fifth-grade school year. The persuasive commercials will be conducted just prior to introducing persuasive writing. To get through twenty-one student performances and self-evaluations, it will take approximately 2 weeks. Each team of students will have an opportunity to record their performances during a reading center rotation. Following the commercials, students will be given the opportunity to present their Black History “Biography in a Bottle” project in the same fashion, prior to presenting to the class. Finally, students will be given an opportunity in late April to complete the same self-evaluation process by looking back at a recording in order to prepare for the annual 5th grade Tropicana Speech Contest.

This project is an innovative approach to addressing a major problem that many students face when dealing with stage fright. There is a fear of what others will think of you, messing up, looking silly, and many other thoughts that go through the mind of someone as they are giving a speech. This idea of
recording and self-evaluation gives the students an opportunity to watch what they are doing well, and self-correct things they are not happy with prior to actually doing the speech in front of a “live” audience.

**OVERALL VALUE**

I have found this project to be very beneficial to many of my students, especially those that are apprehensive about speaking in front of a group of people. I have found that speaking into the video camera eases the tension, causing the students to perform their pieces with much more confidence.

Additionally, the ability to revise work using digital technology has proven to be a wonderful skill set for many students and an opportunity for them to shine in an area where they might have otherwise been easily discouraged. Writing is an area that many students feel is a “chore,” therefore, anything we can do to make things a little more exciting is well worth the extra effort.

The success my students have achieved using the self-evaluation and revision of the digital media has greatly improved the final products they are presenting to the class. This is an innovative strategy designed to help out with something that most of us can relate to. Being on stage is a scary place and this project is helping break down just a little of that anxiety due to SEEING and HEARING the things you are doing correctly and/or incorrectly. It is difficult to fix a mistake that one can neither hear nor see. This process helps cure “Cat Got Your Tongue” Syndrome.

**LESSON PLAN TITLES**

- “Betcha Can’t Make Me!” (Writing a persuasive commercial)
- “Biography-in-a-Bottle” (social studies focus on a famous African American)
- “Infomercial” (Oral Presentations)

**MATERIALS**

Materials required for each lesson are separately indicated on the individual lesson plans. Materials necessary for an effective lesson follow the lesson plans, along with retail value and vendors. To best suit the needs of the students, my project was recorded for evaluation in a quiet section of my classroom where there was minimal auditory distraction for those working. Computer access must also be available for students to evaluate their work once it is in a digital format on the flash drive.

**ABOUT THE DEVELOPER**

Amber McCormick received her Bachelor’s of Science in Elementary Education from Indiana Wesleyan University. She began her teaching career teaching sixth grade for two years, then moved to third grade for three years, followed by two years in fifth grade. Ms. McCormick became a Nationally Board Certified Teacher in the winter of 2008 and is planning to start her Master’s Program in Educational Leadership in the near future.

Currently, Ms. McCormick is embarking on a new challenge for the 2010-2011 school year, as she will be redesigning and teaching the K-5 Global Studies Program at Ridgeview Global Studies Academy.
SUBJECTS COVERED
Writing across the curriculum, but main focus on persuasive writing/oral presentations

GRADES
Four - Twelve

OBJECTIVES
- Students will work cooperatively with a partner to create a persuasive commercial in digital format
- Students will self-evaluate their commercials, given a rubric, then revise based on self-critique
- Students will stay on topic and effectively persuade, remembering to use: audience focus powerful language, and effective communication

SUNSHINE STATE STANDARDS
LA.5.3.1.1 The student will prewrite by determining the purpose (to entertain, to inform, to communicate, or to persuade) and intended audience of a writing piece
LA.5.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics, etc.)
LA.5.3.5.1 The student will prepare writing using technology in a format appropriate to audience and purpose.
LA.5.3.5.3 The student will share the writing with the intended audience
LA.5.4.3.1 The student will write persuasive text that establishes and develops a controlled idea and supporting arguments for the validity of the proposed idea with detailed evidence
LA.5.4.3.2 The student will include persuasive techniques
LA.5.5.2.1 The student will make formal presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics, and available technologies
LA.5.6.4.1 The student will select and use the appropriate available technologies to enhance communication and achieve a purpose (video)

MATERIALS
- Box of props (including various: travel brochures, food items such as canned goods, toys, etc.)
- Digital Video Camera
- Flash Drive
- Writing Paper
- Student Self-Evaluation Rubric
- Dry Erase Boards and markers (For storyboarding/planning)
- Writing Journals

DIRECTIONS
- With the help of a partner, students will work cooperatively to create a persuasive commercial to get the audience to purchase a specific item. Students will get to choose their item from a box of props. Items will include such things as: food items (canned goods or boxed items), toys, travel brochures, books, etc.
- After brainstorming and coming up with a completed storyboard, the partners will work together to write a persuasive script, focusing in on the audience.
- Teams will pair up with another set of partners to record their commercials.
- Following recording, students will download their digital files onto a flash drive and view their work so that another group may utilize the digital recorder.
- Using the Student Self-Evaluation Rubric, the partners will evaluate their product by using the criterion regarding: Watching, Listening, and Content.
- Students will create a “Plus and Delta” chart to gear revisions, then reevaluate and rerecord, as necessary.
- Finally, finished product will be submitted to the teacher for final evaluation via digital media file, on the flash drive.
- Commercials will be “aired” live for the class to enjoy, as well as displayed on the classroom website.

EVALUATION/ASSESSMENT
See attached rubric for evaluation and assessment information.

EXTENSION ACTIVITIES
This activity can be adapted to many grade levels and many genres of writing. Students may introduce informative sessions via digital media regarding current topics in Science and/or Social Studies. Additionally, students may do a book chat where they are able to write a brief persuasive piece, explaining why readers should pick a certain book. In Math, students can present an informational “how-to” video, explaining via hands-on methods how to do a certain Math concept, such as adding or subtracting of fractions
Lesson Plan No 2: Biography-in-a-Bottle

LA.5.4.3.2 The student will include persuasive techniques
LA.5.5.2.1 The student will make formal presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics, and available technologies
LA.5.6.4.1 The student will select and use the appropriate available technologies to enhance communication and achieve a purpose (video)

MATERIALS
- 2-liter bottle
- Art supplies: glue, felt, yarn, cloth, plastic eyes, etc.
- Flash Drive
- Writing Paper
- Student Self-Evaluation Rubric
- Writing journals

DIRECTIONS
- Students will pick their biographical sketch for their biography in a bottle project by choosing an African American that has made a significant impact on the world, in some way, shape, or form
- Teacher will expose students to a variety of biographies and autobiographies and discuss elements of both genres of writing/reading. Read aloud, “Martin’s Big Words.”
- Students will work independently at home to create a biography in a bottle. The bottle will be created by cutting the top portion of 2-liter bottle of soda so that it hinges open. Students will then fill the inside of the bottle with “artifacts” that will help them to give their speeches about their famous African American. Artifacts must be created by hand and cannot be on paper. These artifacts must serve as a visual reminder to the students when they do their speeches as to pertinent facts about their person.
- Once projects are completed, students will pair up with another person to record their speeches
- Following recording, students will download their digital files onto a flash drive and view their work so that another group may utilize the digital recorder.
- Using the Student Self-Evaluation Rubric, the partners will evaluate their product by using criterion regarding: Watching, Listening, and Content.
- Students will Create a “Plus and Delta” chart to gear revisions, then reevaluate and rerecord, as necessary
- Finally, finished product will be submitted to the teacher for final evaluation via a digital media file, on the flash drive.
- Speeches will be “aired” live for the class to enjoy, as well as displayed on the classroom website

EVALUATION/ASSESSMENT
See attached rubric for evaluation and assessment information.

EXTENSION ACTIVITIES
This activity can be adapted to many grade levels and feature any types of biographical or autobiographical writing. This would be a great ice breaker activity for the students to complete at the beginning of the school year to introduce themselves to the class.
“Cat Got Your Tongue” Amber McCormick
Lesson Plan No 2: Additional Information

Biography-in-a-Bottle Examples

- Harriet Tubman by Alison
- William “Count” Basie by Alex
- Stevie Wonder by Austin
- Ruby Bridges by Kasey
# Student Self-Evaluation Rubric

**Pluses:**

- I made eye contact with the audience frequently
- I made comfortable, casual, and appropriate movements with my hands
- My hands were NOT in my pockets
- Look comfortable and confident

**Listening to Myself, I notice that:**

- Was loud enough to understand and didn’t mumble
- Avoided “time fillers” such as (ummm... and... but...)
- Didn’t stumble over words and thoughts were CLEAR and easy to understand
- Paced myself and didn’t go too fast.

**Content and “Leftovers”:**

- My presentation was “professional”
- I stayed on topic and didn’t stray.
- My point of view/position was clear. I stated exactly what I thought.
- I used strong words that stuck out to the listener.

**Deltas / Areas for Growth:**

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**“Cat Got Your Tongue” Amber McCormick**

**Lesson Plan No 2: Rubric**
SUBJECTS COVERED
Writing, Reading, Social Studies, Oral Presentation

GRADES
Three - Twelve

OBJECTIVES
- Students will collect research on a given state or country, focusing on: geography, population, culture, education, symbols (tree, flower, flag, etc.), famous people, language, nicknames, etc.
- Students will put information gathered from research into a multimedia presentation using Microsoft PowerPoint.
- Students will create and record an "INFO-mercial" to embed into their PowerPoint presentation. The infomercial can be based upon an attraction or event relevant to the area researched (state).

SUNSHINE STATE STANDARDS
LA.5.3.1.1 The student will prewrite by determining the purpose (to entertain, to inform, to communicate, or to persuade) and intended audience of a writing piece
LA.5.3.3.4 The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics, etc.)
LA.5.3.5.1 The student will prepare writing using technology in a format appropriate to audience and purpose.
LA.5.3.5.3 The student will share the writing with the intended audience
LA.5.4.3.1 The student will write persuasive text that establishes and develops a controlled idea and supporting arguments for the validity of the proposed idea with detailed evidence

LA.5.4.3.2 The student will include persuasive techniques
LA.5.5.2.1 The student will make formal presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics, and available technologies
LA.5.6.4.1 The student will select and use the appropriate available technologies to enhance communication and achieve a purpose (video and PowerPoint)

MATERIALS
- Computer
- Research materials
- Flash Drive
- Student Self-Evaluation Rubric
- Writing journals (to keep research and scripts in)
- State “Fan-dex” Project Worksheet
- State “Fan-dex” Rubric

DIRECTIONS
- Students will pick a specific state to do further research on. Given a worksheet entitled “State ‘fan-dex’ Project,” students will choose 10 categories of the 30 provided to narrow down their quest for information.
- Teacher will expose students to a variety of resources to acquire research information from, including, but not limited to: books, brochures, online resources, magazines, etc.
- Students will work independently at home and school to gather information about each of the given categories and compile their research into ten well-written, error-free paragraphs.
- Once the paragraphs are complete, the students will work to create the PowerPoint presentations and create their “INFO-mercial” to feature a local attraction or event relevant to their chosen state.
- Following recording, students will download their digital files onto a flash drive and view their work so that another group may utilize the digital recorder.
- Using the Student Self-Evaluation Rubric, the partners will evaluate their product by using criterion regarding: Watching, Listening, and Content.
- Students will Create a “Plus and Delta” chart to gear revisions, then reevaluate and rerecord, as necessary.
- Finally, finished product will be submitted to the teacher for final evaluation via a digital media file, on the flash drive and embedded into the PowerPoint presentation.
- Final PowerPoint presentations will be burned to a CD and “aired” for the rest of the class to view and learn more about our Nifty Fifty States.

EVALUATION/ASSESSMENT
See attached rubric for evaluation and assessment information.

EXTENSION ACTIVITIES
This activity can be adjusted for any type of research project such as countries, states, continents, etc. Additionally, students could easily use this to do book reviews and create commercials to embed into the PowerPoint presentations to promote their books. This would also be a great icebreaker activity for the beginning of the year for the students to introduce themselves to the class by creating an “About Me” profile PowerPoint with an embedded interview with the teacher.
**STATE ‘Fan’dex PROJECT**

Carefully look at the list of research topics below. Choose 10 of the categories to research. Each topic chosen will need to have one visual and one well-written, error-free paragraph to accompany it.

<table>
<thead>
<tr>
<th>Attractions</th>
<th>Agriculture</th>
<th>State Flag</th>
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</thead>
<tbody>
<tr>
<td>State Flower</td>
<td>State Capital</td>
<td>State Bird</td>
</tr>
<tr>
<td>State Song</td>
<td>Professional Sports Teams</td>
<td>Famous People</td>
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<td>Population</td>
<td>Landscape</td>
<td>Climate</td>
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<tr>
<td>State Tree</td>
<td>State Motto</td>
<td>Governor</td>
</tr>
<tr>
<td>State Representatives</td>
<td>State Senators</td>
<td>State Seal</td>
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<tr>
<td>Other Major Cities</td>
<td>Numbers of Counties</td>
<td>Map</td>
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<tr>
<td>History</td>
<td>State Quarter</td>
<td>State Nickname</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>Natural Resources</td>
<td>Bordering States</td>
</tr>
<tr>
<td>State Stamp</td>
<td>Current License Plates</td>
<td>“Odd” Information</td>
</tr>
</tbody>
</table>

**Great Resources:**

- http://www.statereports.com
- http://www.multicolib.org/homework/stateshc.html
- http://abcteach.com/States/StateTOC.htm
- http://www.usstatereports.com/

**Steps to guide your project:**

1.) Choose your 10 research topic areas.
2.) Gather as much information as you can about the topics.
3.) Summarize the information you have found, IN YOUR OWN WORDS!!!
4.) Carefully write your information in pencil, then create a single slide using Microsoft PowerPoint for each topic you researched. Information should be done with pencil first so that you are able to work more efficiently on the computer and not worry about wording.
5.) Illustrations may either be drawn by hand and scanned into your slides, or pulled from an online resource.
6.) Label each slide with the title of the topic (i.e., “State Bird”).
7.) Create a cover page that includes your complete first and last name as well as the name of the state you are featuring.
8.) Create an “INFO-mercial” featuring an attraction or event featured in your state. The infomercial should be embedded into one of your slides on your final PowerPoint presentation.
Lesson Plan No 3: Rubric

Name ________________________________

State Chosen _________________________________________

Done on time: _____ (10 points) -5 points for each day late (Date turned in_____)

All 10 Slides Completed: _____ (30 points) -3 points for each missing card ( # of slides turned in____)

Neatness/Organization: _____(10 points)—graded by evident effort: (includes photographs—either scanned in drawings or online photographs, information is arranged in an easy-to-read format, and not “cluttered” with unnecessary items or excessive animation)

Cover Slide/Title Page (includes student name): _____(5points)

Complete Paragraphs on each card with MINIMAL mistakes: _____(30points)

INFO-mercinal: _____ (15 points) --Information about a specific attraction, site, or event is presented in an entertaining/informational manner and embedded into the PowerPoint in an appropriate location.

Combined total: ____________/100 points

Comments:
## Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
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### Subtotal: $219.95

### Tax if applicable: $13.20

### Shipping if applicable: 

### TOTAL BUDGET AMOUNT: $233.15