

Unit C: Communication

Lesson 3: Developing Workshops Using the Magic Formula

Student Learning Objectives:

Instruction in this lesson should result in students achieving the following objectives:

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.

Recommended Teaching Time: 1 hour

Resources:

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

List of Equipment, Tools, Supplies, and Facilities:

- Writing surface
- PowerPoint Projector
- PowerPoint Slides
- Transparency Masters
- Paper

Terms: The following terms are presented in this lesson (shown 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.

Script for Teacher: *Think of your favorite hobby(something you enjoy doing). 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:

Script for Teacher: *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.

Script for Teacher: *Who has been to a workshop before?*

Elicit responses.

Script for Teacher: *What kinds of topics have those workshops included?*

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

Ask another probing question.

Script for Teacher: *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.

Script for Teacher: *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.

Script for Teacher: *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.*

Script for Teacher: *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.

Script for Teacher: *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.

Anticipated Problem: How does a workshop and speech compare and differ?

Have students think back to the last speech they heard.

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

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.

Script for Teacher: *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.

Script for Teacher: *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.

Script for Teacher: *Now, turn to a neighbor and share your list with them. Together, 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 follow along and take 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.

Script for Teacher: *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. We will come back to those lists a little later.*

Write the following on the board using TM: 3-1 or show:

- I. Characteristics that make a workshop different from a speech.
 - A. What characteristics are different in a workshop?

(PowerPoint Slide 2)

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, milk a cow.

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

(PowerPoint Slide 3)

- 2. Props and visual aids: What are some visual tools used in a workshop setting?
 - a. Plant and/or Animal Specimens
 - b. Digital Slides/Pictures
 - c. Displays
 - d. Flip Charts
 - e. Videos/DVDs
 - f. PowerPoint Presentations

(PowerPoint Slide 4)

- 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.

Script for Teacher: *Who found matches between the list you created and the list we just discussed?*

Choose a student who responds.

Script for Teacher: *Tell us about the matches you had.*

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

Script for Teacher: *Who had other items on their list that we didn't just discuss?*

Choose a student who responds.

Script for Teacher: *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.

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

Anticipated Problem: How can the Magic Formula be used for planning a workshop?

Ask a leading question.

Script for Teacher: *Imagine you have 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.

Script for Teacher: *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 using TM: 3-2 or show the PowerPoint Slides. 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?

(PowerPoint Slide 5)

- 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.

(PowerPoint Slide 6)

- 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. Allow students 15 minutes to create a plan that describes how to use the Magic Formula to create a workshop.

Script for Teacher: *Use your ability to create a plan that you could use to describe how to use the magic Formula to create a workshop. When you hear the words "Create 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.

Script for Teacher: *You may use the notes taken for this lesson and the brains of others in your group. You have 15 minutes to create this plan. What questions do you have? Create away!*

Allow students to move. Monitor their progress as they take 15 minutes to create their plan. Share when finished.

Script for Teacher: *Who's going to be the first group to show and tell about the plan you just created?*

Allow each group to share on a volunteer basis.

Review/Summary: Use **PowerPoint Slide 7** to review the objectives of this lesson.

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

Script for Teacher: 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.

Script for Teacher: 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: Have the students get into groups of three to five. Give them a topic and have them create a workshop that could be delivered in the community.

Evaluation: Evaluation should focus on student achievement of the objectives for the lesson. A sample test is included.

Answers to Sample Test:

Part One: Short Answer.

1. Answers should reflect the following three characteristics:
Audience involvement
Use of props and visual aids
Immediate application of main points
2. Students may have three of any of the following:
 1. Plant and/or Animal Specimens
 2. Digital Slides/Pictures
 3. Displays
 4. Flip Charts
 5. Videos/DVDs
 6. PowerPoint Presentations
3. 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. Students may have any one of the following:
 - a. Activities
 - b. Demonstration
 - c. Peer teaching

Part Two: Diagram.

1. 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. Plant and/or Animal Specimens
2. Digital Slides/Pictures
3. Displays
4. Flip Charts
5. Videos/DVDs
6. PowerPoint 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?