

Teaching a small group of Grade 1/2 students having difficulties talking in front of a group of peers, through positive self talk regarding what good speakers do, will lead to an improvement of their self-efficacy and speaking skills.

Sequence of Lessons

Lesson 1: the children were taped for pre testing

Lesson 2: The children completed the self-efficacy survey. The survey was explained to the children and they then recorded their responses to the questions being asked of them. Before concluding the lessons I asked the children what they thought good speakers do (this is discussed frequently during sharing time so I was aware that the children knew the responses), these were recorded and placed in the children's journal that they completed each lesson for them to refer back to during the following lessons.

Lesson 3: The children were asked to recall from the previous lesson what a good speaker does, this was discussed and the children demonstrated the behavior. We then had an activity 'The Story Circle' (from Oral Language Resource Book.) During this activity the children had to continue a story that is started by another participant, I chose fairy tales as it was a story familiar to the children and I was eager to build their confidence for them to achieve maximum results from the lessons. I began the story of Little Red Riding Hood and when it was the child's turn they took the story stick that was passed to the speaker to continue on with the story, concentrating on not wriggling while talking. The children were very hesitant to start with, but we began to use silly voices to make it fun and take the fear out of talking for the children and they began to relax and enjoy the activity. The children then wrote in their journal (How I felt talking in front of the small group). The children were praised constantly and explicitly for the good speaking skills they were showing/using.

Lesson 4: The children chose a skill to concentrate on when participating in our activity for the day, taken from our list of what a good speaker does. The skill chosen by the children today was use a big voice. I prompted the children that while they were talking if they were not using that skill I would click my fingers to remind them of the skill we were practicing that lesson. The oral language activity today was 'The Story Circle', I chose this as the children had really enjoyed this activity the day before, participated well, and again building confidence within themselves and us as a group was going to be important to the children feeling comfortable to take chances and learn how to speak to a group of peers. The fairy tale was changed and

the story was begun by student V, when the children forgot to use a big voice so everyone could hear them, I clicked my fingers and the children remembered to talk louder. The children completed their journal (how it felt using a big voice in my group).

Lesson 5: This lesson began as lesson 4 except that the skill we were practicing today was eye contact with listeners; again they would be reminded with my clicking fingers if they forgot the skill. The oral language skill for today was “The Story Circle with a Twist”, we had to change the setting, make the villain good, or change the good character to bad, trying to use eye contact the whole time they were talking to the group. The children completed their journal (how it felt to make eye contact with the group).

Lesson 6: The skill that the children were concentrating on today was having a picture or video in your head of what you are going to say, the oral language activity was sequence cards. The children had a set of 3 cards, they had to put them in sequence and then discuss what was happening in the cards. This was great for helping the children make pictures in their heads, but it did not give us an opportunity to again practice eye contact, as the children were looking down at the cards in front of them. The children completed their journal (how it felt using a movie in your head to remember what you wanted to say).

Lesson 7: Today the children were introduced to a cue to assist them remember what good speakers do (appendix 1). This will activate the knowledge that the children have of these behaviors. The children had access to a series of color cards, of which they could choose which card appealed to them to talk about. While referring to the cue cards, the children discussed what they had to say about the color card they had chosen. The children completed their journal (how they could successfully use the cue card).

Lesson 8: The children were asked today to think about using expression in their voice when telling us about their Mother’s Day celebrations with their families. Again using the cue card to remember all the skills we had become aware of. Here without prompts, the movie playing in their head will prove to be very valuable as this skill will teach them how to focus upon what they want to say and concentrate on the message they wish to get across to the audience. Children completed journal

When reading through check that I’ve covered all skills and cues....

Lesson 9: Again the children were being encouraged to use the picture or movie in their head to concentrate on the message for the audience. Today they had to have a photo of their family in their head and talk to the group about them keeping in mind the cues from the cue card. The children completed their journal.

Lesson 10: This lesson was similar to the lesson above in attempting to make the change in behavior more automatic for the children to recall and use more effectively. Today they were to discuss their school friends using their practiced cues. The children completed their journals.

Lesson 11: As above, the children discussed sporting groups or outside interests. Self-efficacy survey was completed.

Lesson 12: Post testing and taping of children.

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