

Lead-up to the Group Demonstration Speech

Thinking about backward design.

Circumstances & Challenges	<ul style="list-style-type: none"> • At the beginning of the semester I want students to start thinking visually. <ul style="list-style-type: none"> ○ Why? A written speech outline looks different from an essay format. <ul style="list-style-type: none"> ▪ A good handful of students tend to produce their written speech outline in an essay format. • The first speech I've been having classes do is the Group Demonstration speech. <ul style="list-style-type: none"> ○ Why? Because there is safety in numbers and it's a little less scary to get up with a group of people than by oneself. (HT Benjamin Haas!) ○ A challenge is keeping all the members in the group committed to their group and supporting each other. (Some students are absent on the day of the presentation. Some students do not bring the items they agreed to bring for the demonstration, etc.)
Two-4-One Project	<ul style="list-style-type: none"> • The first project assigned, which is due on the second class, is a short visual story/cartoon about themselves. (Actual assignment on the second page.) <ul style="list-style-type: none"> ○ "I can't draw!" No drawing necessary! Stick figures welcome! You may cut things out of a magazine and tape them on the page! • Why are we doing this? The <u>real</u> reason why we are doing this is because students feel a little vulnerable doing a cartoon about themselves. • When we return for the second class, we get into small groups to share our comics with each other from the safety of a seated position, ideally around a table. <ul style="list-style-type: none"> ○ Fiterman Hall has all those round tables in the "lobby" area on each floor. Depending on when the class is scheduled, those round table are often to the taking!! • Students get to know a little bit about each other and it's fun/silly to share a comic. I hope the members of these small groups bond a bit, because this is the group they will be in for the group demonstration speech.
Does this work?	<ul style="list-style-type: none"> • For classes where the age-range spans from 18 to over the age of 21'ish, it works great! • For classes with most if not all of the students are the traditional college age (18-years old) it is hit or miss.
Your thoughts?	

PLEASE SEE THE ASSIGNMENT HAND OUT ON THE NEXT PAGE

SUPERPOWER

What is YOUR superpower?

Create a story, real or imagined, with a series of panels containing images telling that story. You are the star of the story!

If you need some ideas, you can reflect on what you wrote in the first class about identities, values and goals. And, what is your superpower? Real or imagined! (Think about things that you are really good at doing, or a passion you have.)

The parameters of this project are:

- It needs a beginning, middle and end.
 - Another way to think about this is
 - Problem, solution and outcome.
 - Exposition, climax and resolution.
- Use 9-panels¹.
 - Panels 1-3 are the beginning of the story.
 - Panel 4-6 are the middle of the story.
 - Panels 7-9 are the end of the story.
- For the images, you may sketch something simple, or cut and paste pictures from a magazine, etc. Stick figures welcome! You may add color and dialogue bubbles if you'd like to.
- **To get credit for this project, you must do two things:**
 1. **Bring a hard copy of your story class.**
 2. **You must also take a picture of the final story and upload it on Blackboard or email to lhaas@bmcc.cuny.edu. (Use your smart phone and upload a jpg.)**

DUE:

WHY ARE WE DOING THIS?

- There are many forms of communication. This is a problem solving exercise asking you to communicate information in a particular way.
- How will you communicate your story? (Will it be chronological? Will there be flashbacks? Will there be a series of symbols that communicate information? Or...?)
- We are flexing our brain to get ready for writing speech outlines. (Which are very different from essays, reports, or research papers.)
- We are observing in ourselves and others that creating a project is a process involving multiple steps. (This is a precursor to building our speeches step-by-step.)

¹ If you think you need more, or, less panel for your story - please do so!

WHAT THE INSTRUCTOR IS LOOKING FOR

Item	Did you do it?	Points possible
Did you put your Superpower story in your handmade composition book and bring it to our 2 nd class to share in your small group?	Yes/No	10
Did you upload a photo of your final, 9-panel, project on Blackboard?	Yes/No	10
TOTAL		20

Example >

