

Giving & Accepting Constructive Criticism

Activity

Activity 1:

After teacher has read a model autobiography(your own) or a biography, and clarified the difference in each, then ask students for some feedback on what they noticed about the teacher presentation:

- *Was I loud enough?*
- *Did I speak clearly?*
- *Did I make information detailed, but clear?*
- *Did I make good eye contact with all areas of the room?*
- *How did I use my note cards?*

Students respond verbally to each of the questions and teacher thanks them for each suggestion in a positive manner. The teacher modeling will assist students in participating in feedback sessions following each speech. Explain to students the goal of constructive criticism is always IMPROVEMENT (in this case, future oral presentations.) If the teacher also offers criticisms about her/himself, then hopefully they can comfortably offer criticisms to each other. (The Speech Grading Rubric could be later used by both the student and the teacher for each presentation.)

Activity 2:

Next is to describe the assignment. Students will take notes on information derived from questions of their partner with the goal of introducing their partner to the class through **an oral presentation** based on sample questions which follow. Students will ask relevant questions of their partner so that the class will become acquainted with this student in a positive light in the Introduction Speech. Discuss ways to organize the information and demonstrate a speech outline for this assignment. Students can finish their interviews today and start organizing notes for speech. Some example questions could be, with others added through a brainstorming session:

- *What is your greatest achievement to date? Or, what are you really proud of that you have accomplished?*
- *What has your most embarrassing moment?*
- *What is the most interesting thing you have done in your life?*
- *Describe the funniest thing that has ever happened to you.*
- *What is the most fun thing you've ever done?*
- *What is the hardest thing for you to do? OR, A great challenge is...*
- *What are your dreams or goals?*

(Above questions found on an SW E after this lesson.) Suggest to students that for the most interesting pieces of information, they get more detail from their partner to further describe the incident/event for their audience. Students then make a rough draft of their speech/presentation/introduction of partner, then exchange papers to check for accuracies. Note cards (index cards provided by the teacher) are made for the speech. The student practices the speech with chosen peers and with family.

Objectives

- Students will increase student interview and presentation skills.
- Become better acquainted with one another.
- Learn how to give and accept constructive criticism.
- Understand the difference between a biography and an autobiography.

Materials

Teacher sample of biography or autobiography for the model, Activity 1.

Copies of SW E Student Interview Questions

Index cards for speech outlines

Copies of SW E for students, The Hamburger Method of Constructive Criticism

A lectern or podium will be helpful to students for their presentation

Copies of SW E, Speech Rubric, for use by students and teachers

Vocabulary

- Constructive
- Destructive
- Biography
- Autobiography

Summary

- 1) After the oral presentation by each student, the constructive criticism will be given by peers and the teacher verbally, with the Speech Grading Rubric used as the guideline for the constructive criticism given.
- 2) Ask students to give short examples of before and after stories of themselves, with constructive criticism as the subject of the situation. This activity will demonstrate to the teacher and their peers their understanding, and their learning the value of constructive criticism.

Notes for Teachers

Prepare student-partners list for the introduction speech, such as someone who they are not acquainted with.

If you have a written autobiography, this is a good time to model for your students, and introduce yourself as a person to your students.

Reflection

How do you feel when you are criticized? Have your feelings about being criticized changed at all? Are there certain forms of criticism that bother you more than others? Why?

Home Connection

Ask parents to give you some memories of when they were criticized constructively and describe the situation and how they handled it.

Also ask them to describe the advantage, or the value, of constructive criticism from their point of view.