**ICE-BREAKER**

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| Title : ICE-BREAKER | | | |
| Title of activity : Improvement of Presentation Skill | | | |
| Age group : 20~30’s | | Number of Students : 8 | Duration : 15 min |
| Before the lesson | I need a pre-plan instructions, Visual Pictures of presentation | | |
| Lead in | **(Guiding questions)** Good morning everyone, what do you think these pictures? SS answer,  then I say, it’s ok, this pictures is showing the salary man’s face changed per day of the week, and continuing to ask ‘which face is same as SS individual face'. | | |
| Set up | **(Eliciting)** Show the visual (the picture which someone is doing presentation), choose the picture of someone presenting and ask the class, Amy, is she talk what do you think this pictures? She is presenting something. what do you these pictures? The pictures related in presentation.  After all students answer, I’ll go back to the idea on ‘the presentation’ and present my CCQ.  And say ‘let’s begin the small activity right now’.  **(CCQ)**: Put on the white board the pictures by presentation step.  Make SS pay attention to the game, Yohan, is it presenting if the student speak by himself in his room? No~  the proposal man explain in front of many customers, is he presenting? Yes~  During CCQ, I am acting as using eye-contact, gestures and Kinesthetic-tactics.  **(Demonstration)** I get the sample sentence related in one picture and put on the white board.  **(Instructions)** Okay, class, now I want you to do the activity from now on.  Creation grouping: I say ‘the presentation’s acronym is PT, please follow me, P’ T’ each of them, and then make a team grouping, after grouping, give the 3 minutes discussion time to team.   * **ICQ :**   What are you going to do? = discuss what correct match between pictures and sentences is?  Are you working individually? = No  How much time do you have? = 3 minutes  **Explicit instructions** = please don’t start I give you the papers and I say ‘ebegin’.  **Explicit ICQ** = are you going to start before I give you the papers? No~  Are you going to start when say begin? yes~  Go around the class as SS looking at the sentences, confirm with the students by asking how many did each take.  Now, I will demonstrate as matching between one sentence and one myself. | | |
| Run | **(Time management)**  The class now begins discuss with the sentences which I provided just a few minutes ago, and match to the pictures on the white board and write the picture number to the sentence’s right side.  Student performance is carefully monitored.  The teacher uses cues and prompts to scaffold understanding when a student makes an error an does not immediately tell the student the correct answer. | | |
| Close | For this activity, SS were presenting in the Run stage, here in this stage, I pick on two SS sitting, ask to come out and put the sentence papers on the right pictures on the white board. | | |
| Post Activity | **(Error correction)** : I will correct any of the students’ mistakes that I’ve noted and if there are no mistakes, I will have SS unscramble the sentence  as asking SS to recall what they remember about the Presentation’s skill, and get feedback as to whether they felt if it is useful to them, etc.  The presenter cannot do eye-contact with the audience? No~ | | |