**COMPLETING THE ACTIVITIES** - 1

**Oral projects**

1. These projects should be three to five minutes

in length.

2. Decide upon what information you would like to

present.

3. Decide upon a clear purpose. Write it in one sentence.

(See #4 under Plays/Skits/Newscasts on page 3 for

an example.)

4. Start your speech dramatically with an **interest**

**catcher**: a question, some statistics, a brief story, or

something visual that will capture everyone’s eyes.

5. If possible, practice your speech at home in front of a

mirror. Imagine that you are looking classmates *right*

*in the eye.* And of course, try to be *enthusiastic.*

6. Be sure to schedule the presentation time with your

teacher. Oral presentations are usually better if you

use some kind of prop or visual aid.

7. You may wish to help your teacher prepare to videotape

or audiotape the presentation if you feel it may

be good enough to present at the open house.

**Interviews**

1. Study the directions carefully.

2. Write your purpose (why you are interviewing the people)

in one sentence. (See #4 under Plays/Skits/Newscasts

above for an example.)

3. Decide whom you need to interview (and their ages)

in order to accomplish your purpose. Plan possibly to

interview a few more persons than you need in order

to have substitutes.

4. Plan and *write down* what questions you need to ask.

5. Determine if you will conduct the interview in person,

by correspondence, or over the telephone.

6. Consider your friends, neighbors, and relatives. Would

any of them be good persons to interview?

7. Approach any potential interviewees courteously and

at a convenient time and place.

8. Explain what your project’s purpose is and how they

might help you.

9. Write or tape record the person’s responses. *(Do the*

*interview right the first time.)*

10. Thank each person when you’re finished.

11. Collect all your responses.

12. Write your report.

**Plays/Skits/Newscasts**

1. Arrange for the other members, if you are allowed to

have partners or teams.

2. Set a time and place to work. Have materials you

will need.

3. Determine the information that you would like to present.

4. Now plan your presentation’s purpose. Write it in one

*clear* sentence. For example, you should not write

something fuzzy such as this: Our purpose is to know

more about geology. A better (more sharply focused)

purpose statement might be like this: Our purpose is to

present a humorous and serious skit of the bewilderment

persons from prehistoric times feel when they first see

a volcanic eruption.

5. Write a rough draft of your presentation. Be sure all

members participate equally and that there is agreement

on the rough draft.

6. Check the approximate time needed for your draft and

adjust according to the teacher’s directions. (Most skits

are to be about five minutes long.)

7. Consider the dialog. Ask tough questions such as these:

Does it sound real? Would these persons talk like this?

Does one speech flow out of the previous speech?

8. Consider props: What will you need? Are you able to

get them or make them?

9. Write the final copy.

10. All of you should practice your lines at home *over and*

*over* until you all have memorized your parts.

11. Schedule several practice sessions with your team.

Practice where classmates cannot see you. Use your

props until the performance is smooth.

12. Discuss videotaping possibilities with your teacher. If

possible videotape your presentation, if only to see it

as others are going to see it.

13. If you have time, design a handout giving the presentation’s

title, writers, and speakers. Print or type it and

hand it out just before you present it.

**Bulletin board or poster board display**

1. Read and understand the directions.

2. Decide what your purpose or message will be. Write it

in one clear purpose statement. (See #4 under Plays/

Skits/Newscasts on page 3.)

3. Discuss with your teacher which bulletin board you will be

able to use or where you will stand up your display.

4. Ask for a schedule of the day and time of day that you

can put up your bulletin board or display without disrupting

others.

5. Determine the exact size of the board or display. Using

these measurements as a guideline, make a rough draft

sketch of your plan.

6. Use colors, shapes, pictures. Use words sparingly. Art

work, including lettering, must be attractive.

**Shadow box**

1. Be sure you understand this project’s *purpose.* What

information will you be sharing through this art form?

(See #4 under Plays/Skits/Newscasts on page 3.)

2. Make a rough draft plan.

3. Collect materials. A shoe box or similarly styled box is

ideal. (You need a box with a lid.)

4. Line the box with paper. Dark lining (black, dark blue,

or purple) will make it look like night or outer space. It

will be dramatic, but will need a larger light hole. (Light

lining is easier to work with.)

5. Place artwork in three-dimensional fashion with objects

not blocking others. Objects at the front will appear near

the viewer.

6. Convey the purpose with your artwork. If necessary,

you may want or need to make a small information

statement to attach to the outside.

7. Arrange all objects and artwork before gluing. Objects

can be mounted on lid, on floor, or on sides and

back wall.

8. Cover the light hole with white tissue or clear plastic.

9. Cover the outside of the box with plain paper.

**Mobiles**

1. Read and understand the directions.

2. Decide what your purpose or message will be and write

it in one sentence. (See #4 under Plays/Skits/Newscasts

on page 3.)

3. Determine the materials needed. (Fishing line makes

a very good “string”). The material should be colorful

and strong, yet not heavy.

4. Check with your teacher on how, where, and when it

can be hung in the classroom.

5. Discuss your plans with a parent or teacher. Make

revisions if needed.

7. Think of what good photographers tell themselves:

*Simplicity is important.* Don’t try to put too much on

the bulletin board or display.

8. The captions, particularly the heading, need to be large

enough to be read. Be sure the words are “catchy” and

to the point.

9. Revise your rough draft and have someone (parent,

teacher, etc.) check it for you.

10. Gather background paper, caption letters, and pictures.

Prepare and cut them out.

11. Use mounting frames or colored construction paper

behind your pictures/illustrations.

12. Allow time to put up your bulletin board or display neatly

and carefully.

**Timeline**

1. Determine how much time you will cover and how much

detail you plan to include.

2. Plan whether or not to include illustrations.

3. Use a long strip of paper (adding machine tape? ...

butcher paper?) or glue together pieces of paper to

make your own strip. A reasonable length might be

three or four feet.

4. Research your information.

5. Make a rough draft of your information on a mockup of

your TIME LINE. Have an adult check over your draft

and give you suggestions.

6. Make any necessary revisions.

7. Use a pencil to plan the spacing on your strip. Mark

the middle of the strip and plan for halfway through the

time period to be placed there. Mark the quarter and

three-quarter marks on the strip.

8. Carefully plan and mark the strip to create balance.

9. Check your final product. It should be attractive,

should be legible (carefully printed), and should

clearly convey important information.