Virtual School Lesson

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**INTRODUCTION PAGE**

**Elevator Speech**

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**Welcome!**

Welcome 11th graders to this week’s unit in the *Communicating for Professional Success* course! As with all the other units this quarter, all activities will be completed using our online classroom.

**Discussions**

There will be three discussion questions posted throughout the week. You are expected to post a thread to each question. Remember to use at least two new [credible sources](http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/247/research_working_bib_directions6.doc) in your post and use MLA format for your citations.

Respond to a classmates post for each question. Remember to respond to a different classmate’s post for each discussion. Discussion participation makes up 25% of your grade for this week’s unit. Post your thread by 11:59pm within 48 hours after the discussion question is released to get full credit.

**Group Project**

Look for the message titled **Evelvator Speech Group Project**. You’ll be working with a group of your classmates to use a Google Doc or a series of Google Slides on the topic “What Experts Say Should Be In Your Elevator Speech.” Remember to use [credible sources](http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/247/research_working_bib_directions6.doc) in your project and use [MLA format](http://www.npenn.org/page/1483) for you citations. Your participation in the group project makes up 35% of your grade for this week’s unit. Post the URL for your project to the assignments area by 11:59pm on Day 5.

**Final Assignment**

Record your own 30-second elevator speech. This final assignment makes up 40% of your grade for this week’s unit. Post your final video to the assignments area by 11:59pm on Day 5.

**Contacting Your Instructor**

You can contact Ms. Deitsch at [jdeitsch@vs.npsd.com](mailto:jdeitsch@vs.npsd.com) at anytime of day or night. You’ll get a reply within 24 hours. You can call her at 215.361.5555 during daily office hours from 1pm to 3 pm (Eastern Time).

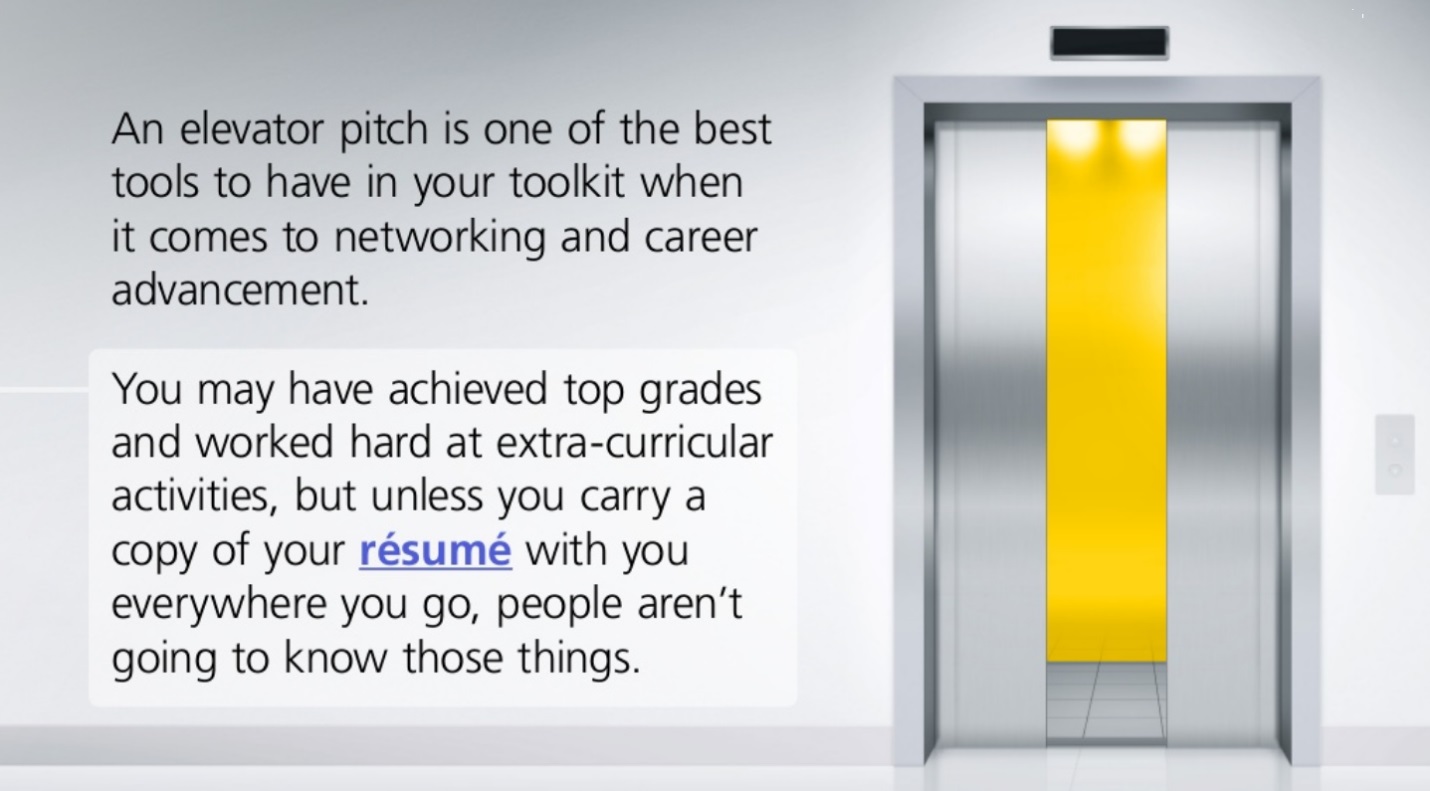
**UNIT OBJECTIVES**Students will be able to …

* Describe an Elevator Speech
* Research a topic in a group setting
* Create short, structured talks about themselves

This meets Pennsylvania Department of Education (2014) *Academic standards for English language arts* standards:

* **CC.1.4.11–12.B** Write with a sharp, distinct focus identifying topic, task, and audience
* **CC.1.4.11–12.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction
* **CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

**THIS WEEK**



Use the **This Week** menu to access:

* Unit Objectives
* Day Three Lesson
* Final Project Rubric

**Day 1: What is an Elevator Speech?**

* Watch the topic greeting video
* Attend the Blackboard Collobate Group Project Kick-Off Meeting
* Read the **Elevator Speech Group Project** message
* Send a message to your group members
* Post to Day 1 Discussion & Reply to a classmate’s thread

**Day 2: What are the Parts of an Elevator Speech?**

* Read **What are the Parts of an Elevator Speech?**
* Work on your Group Project
* Post to Day 2 Discussion & Reply to a classmate’s thread

**Day 3: Writing a Hook for Your Elevator Speech [Full Curriculum In DAY 3 Page]**

* Attend the Blackboard Collobate Group Project Status Meeting
* Read **Writing a Hook for Your Elevator Speech**
* Post to Day 3 Discussion & Reply to a classmate’s thread
* Work on your Group Project
* Work on your Final Project
* FULL CREDIT ALERT! Post your thread to the Day 1 discussion & reply to a classmate’s thread

**Day 4: What Have I Learned?**

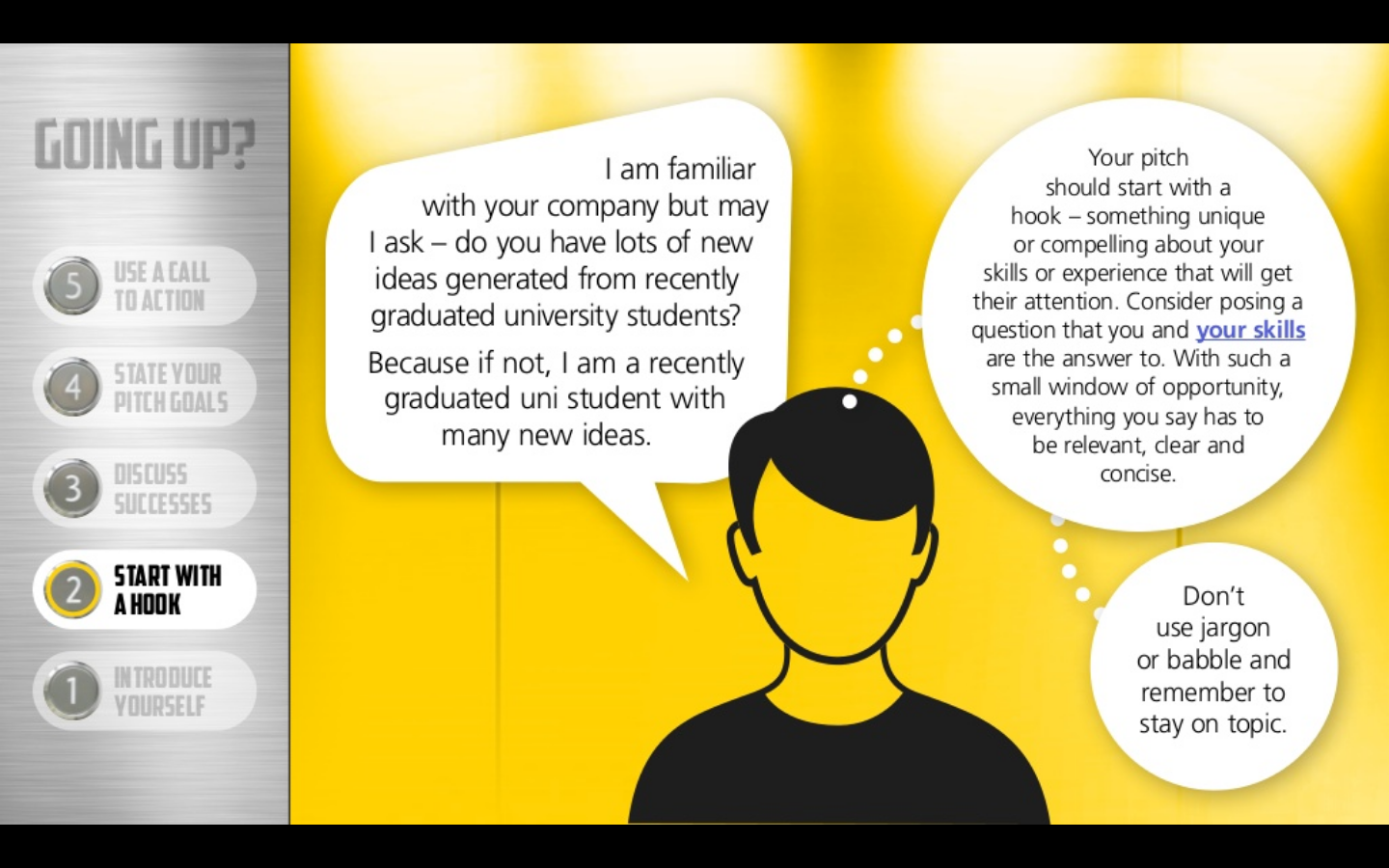
* Complete and Post Your Exit Ticket in the Assignments area
* Work on your Group Project
* Work on your Final Project
* FULL CREDIT ALERT! Post your thread to the Day 2 discussion & reply to a classmate’s thread

**Day 5: Wrap Up**

* Watch the topic wrap-up video
* Finish your Group Project and post in the Assignments area
* Finish your Final Project and post in the Assignments area
* FULL CREDIT ALERT! Post your thread to the Day 3 discussion & reply to a classmate’s thread

**DAY THREE LESSON**

**Writing a Hook for Your Elevator Speech**



(University of Southern Queensland, 2015).

Today we are going to focus on the hook of your elevator speech. The hook is the most important part of your elevator speech for two reasons. First, this is the very first thing that the other person will hear. Second, it determines how (and if!) the person will reply.  
  
The purpose of your hook is to grab your audience’s attention. It should be short and compelling, making the other person want to learn more. Avoid formal, stilted language here – you are trying to start a dialogue so concentrate on sounding like yourself, not like someone who is reading a script.  
  
Here are some examples of great hooks:  
   
“Rui Sun, an accountant in New York City, whose introduction starts, “I take the dread out of April 15.” American taxpayers recognize this familiar date as the annual deadline for filing a U.S. tax return and immediately have a sense of Sun’s work and its value to clients. Video journalist and Atlanta native Kendall Payne opens with, “I bring news stories to life.” This first line has an element of intrigue that makes listeners want to learn more. And Victoria Harding, who works for Massachusetts General Hospital’s Aspire program for children with autism spectrum disorder, introduces herself by saying, “I help children with social disorders make a best friend.” With this, Harding shares a concrete benefit she provides, and avoids using formal titles or medical terminology” (Clapp, 2015, para. 7).  
  
Tips for your final project:

* Brainstorm about the things that make you unique. Focus on how your experiences and skills can help other people.
* Don’t write your hook first! Why? Because your elevator speech will live or die based on what you say in the hook. Also, you are going to be saying more *after* your hook. Concentrate on getting your message together first so that when you craft your hook, it will match the rest of your speech.
* Rehearse your elevator speech aloud at least three times before you record speech. This will help you record a professional video you will be proud of!

**Day Three Discussion**

What are the elements of a great hook for an Elevator Speech?  
View this [video](https://youtu.be/nWk0wDnSqv8). Find another [credible source](http://www.npenn.org/cms/lib/PA09000087/Centricity/Domain/247/research_working_bib_directions6.doc) online. Using these sources, describe one element of a great hook and how it contributes to the elevator speech.

**FINAL PROJECT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent**  **(90-100 Points)** | **Good**  **(80-90 Points)** | **Fair**  **(70-80 Points)** | **Poor**  **(0-69 Points)** |
| Structure (40%)   * Speech contains expected elements of an Elevator Speech | Can identify 4 or more elements of an elevator speech | Can identify 3 elements of an elevator speech | Can identify 2 elements of an elevator speech | Can identify only 1 element of an elevator speech |
| Hook (30%)   * Speech contains expected elements of an Elevator Speech | Hook piques interest and invites the listener to continue the conversation | Hook may be compelling and may invite the listener to continue the conversation | Hook may be compelling but does not invite continued conversation | Hook is not compelling and does not invite continued conversation |
| Delivery (20%)   * Professional speech delivery | Smooth delivery of the elevator speech without the use of crutch words, Ahs, and Ums | Delivery of the elevator speech with 2-3 crutch words, Ahs, and Ums | Awkward delivery with 4-6 instances of crutch words, Ahs, or Ums | Awkward delivery with more than 6 instances of crutch words, Ahs, or Ums |
| Length (10%)   * Meets time requirements | Video is 30-45 seconds in length | Video is 30-45 seconds in length | Video is less than 30 seconds or longer than 45 seconds | Video is less than 30 seconds or longer than 45 seconds |

**FOR TEACHERS**

**Approach**

This course and this week’s unit are all about communicating with other people so that we are fully and accurately understood. A constructivist approach was taken when designing this lesson. The thought was that by helping students make meaning about communications, we would use communication as a teaching and assessment tool.

“Constructivism does not dismiss the active role of the teacher or the value of a parent or a knowledge expert. Rather than transmit information or knowledge to the student, however, the constructivist teacher encourages and assists students in constructing their knowledge about a subject rather than reproducing a series of facts about it” (Harasim, 2011, p. 69).

**Reteaching**

The group project will be the most challenging part of this unit for students to complete. Synchronous meetings will be held on Days 1 and 3 to help groups works together on their project. These meetings are also an opportunity to provide additional guidance or recommend office hours as a follow up if needed. The discussion forum provides an opportunity for the teacher to provide additional resources and redirection.

**Extensions**

For students that finish early potential extension assignments include:

* Writing a script of an elevator speech for the student’s favorite celebrity
* Writing a script of an elevator speech for a family member
* Write an elevator script for yourself 20 years from now

**ABOUT US**

The Virtual School at North Penn School District (VS@NPSD) is located in Montgomery County, Pennsylvania. VS@NPSD provides an opportunity for students who cannot participate in a brick-and-mortar school to continue to pursue their goal of high school graduation.

**Standards**

The North Penn School District (2017b) follows the common core standards. The Pennsylvania Department of Education (2014) has developed PA Core Standards based on the Common Core. VS@NPSD follows these same standards.

**Blackboard Learn and Collaborate**

The North Penn School District uses Blackboard to host web content for the school district (2017a). After an evaluation period, VS@NPSD determined to extend the current contract with Blackboard to use Blackboard Learn as the Learning Management System for VS@NPSD. Blackboard Learn’s Ultra Course’s (Blackboard, 2017a; Blackboard, 2017b) capabilities include:

* Assessments
* Content creation
* Discussion Forums
* Grade book for all courses in one view
* Integration with the Student Information System, PowerSchool
* Integration with Microsoft One Drive
* Learner profiles
* Messaging
* Mobile learning capabilities
* Record video

Blackboard Collaborate was also added to the contract. Blackboard Collaborate allows teachers to facilitate synchronous sessions (Blackboard, 2017c). Students can also use Blackboard Collaborate to meet in order to work on group projects (Blackboard, 2017c).

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* Select a K-12 content standard of your choice (subject/grade level/state, country). **About Us page**
* Dr. Grant recommends to go back to the common core curriculum to address the K-12 standard of choice. Use the curriculum to determine grade and what will be covered. I need to tell him that this is fully online and the students attend class from home. Go into the sync and aync details. **About Us page**
* Describe the LMS in great detail. **About Us page**
* If < 9th grade, talk about the learning coach & their role in the lesson **Not Applicable**
* Talk about reteaching activities. What happens if the student’s don’t get it? What do I do next? **For Teachers**
* Extension activities – how to help students who need more help? Or need something else to think about? If they are gifted or done early, what are some things they can do to extend the activity? Reteaching, extension, very big. **For Teachers**
* pedagogical approach, **For Teachers**
* justifies how the approach advances student learning **For Teachers**
* includes a unit assessment. **Final Project**
* Student outlines in great detail a week long unit that explains the structure; Describe what happens Day 1, Day 2, Day 3, Day 4, and Day 5. Most people put this in a grid and give a quick outline. Table columns: Name of unit; Objectives; Learning Activities; Assessments (similar to week 9, #1 reading, Sample Planning Matrix). **THIS WEEK**
* Student describes in great detail the media/technology use **FOR TEACHER**
* Includes at least one web 2.0 use of technology. Describe Web 2.0 technologies that will be used. **MULTIPLE**
* Student fully develops one lesson, including two objectives, an interactive assessment, reteaching strategies and extension activities. This is where you put the full lesson plan for one day. **DAY THREE**
* Need to discuss the objectives & the common core standards. What standards are met through this lesson? What’s going to happen in detail in the lesson? What are the learning activities? Make sure the learning objectives are measurable. Make sure the learning activities meet those objectives. **OBJECTIVES & ABOUT US**
* How am I going to assesss it? Use at least one Web 2.0 technology within this detailed lesson. Something that gets the students collaborating and working together. **THIS WEEK**
* How am I going to assess it? How do you know that the students learned what you thought they were going to learn? Rubric or exit ticket. **DAY THREE**