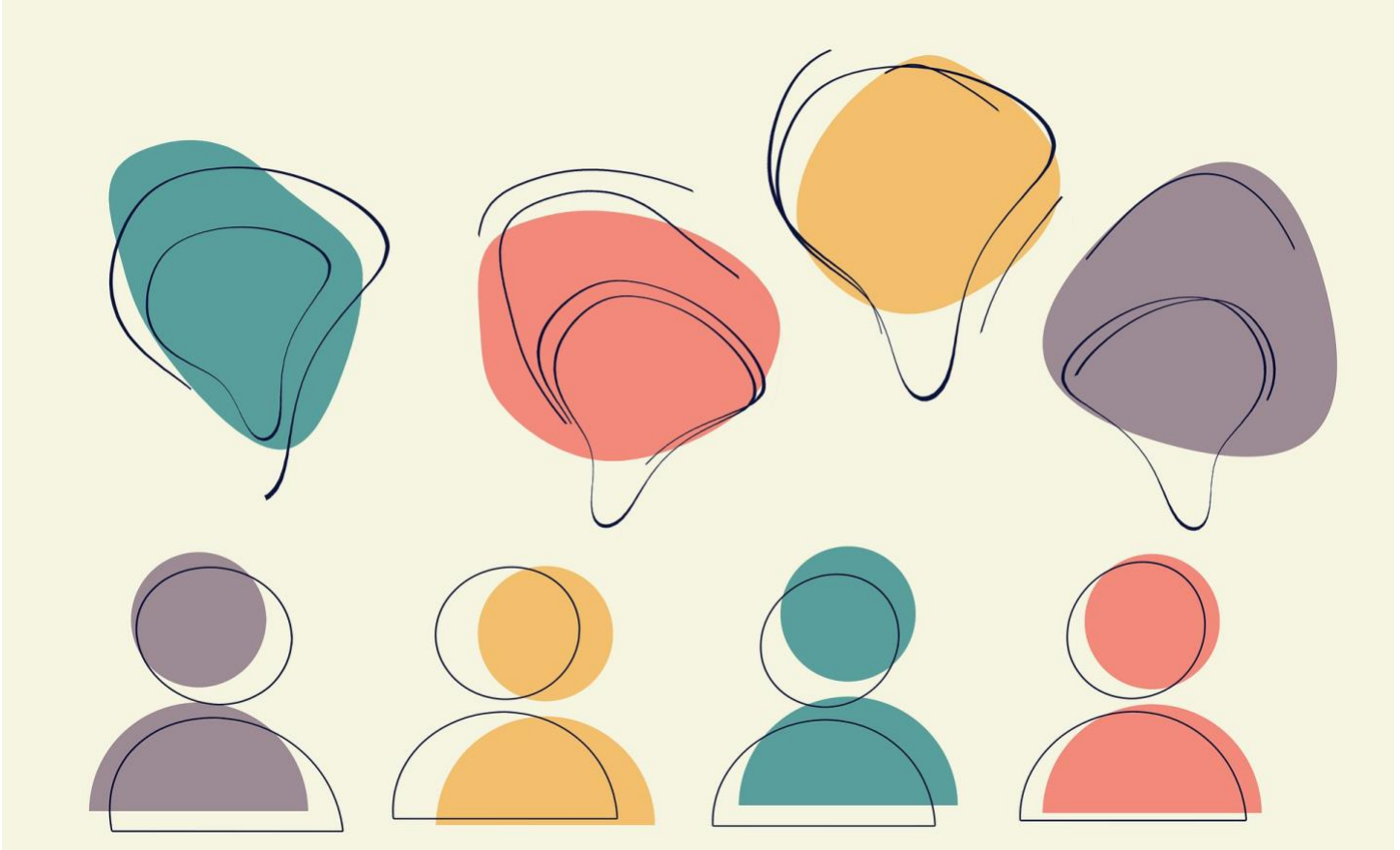


# lesson plan

## giving critical feedback



### **purpose**

Using “I like...” “I notice...” and “I wonder...” statements, along with the verbal, vocal, and visual aspects of public speaking, students learn to articulate positive, honest, and constructive criticism of public speeches.

## materials needed

### Open Educational Resources

Aspects of Public Speaking  
Video Analysis Essay

### Zero Cost Electronic Resources

TED Talks website <https://www.ted.com/talks> or YouTube channel <https://www.youtube.com/c/TED>.

*The New York Times* Academic Pass provides CUNY students and faculty with complimentary access to *The New York Times* website and eligible apps. To claim your pass, create an account using your CUNY email address at <https://myaccount.nytimes.com/verification/edupass>.

Tugend, Alina. “You’ve Been Doing a Fantastic Job. Just One Thing...” *The New York Times*, 6 April 2013, <https://www.nytimes.com/2013/04/06/your-money/how-to-give-effective-feedback-both-positive-and-negative.html>.

## prep activity

Hold a classroom discussion on how we give and receive critical feedback.

### Reading Assignment

Instruct students to read *The New York Times* [article](#) “You’ve Been Doing a Fantastic Job. Just One Thing...” and to take notes on what they like, notice, and wonder about the article.

### Classroom Discussion

Have students share their like, notice, and wonder statements about the article to facilitate a classroom discussion around giving and receiving critical feedback.

## warmup activity

Identify the visual, vocal, and verbal aspect of public speaking.

### **The 3 V's**

Begin with the following prompt:

“There are 3 aspects of public speaking that an audience member observes during the speech. They all begin with the letter v and end with the letter l. Can you guess what these three words are?”

The answers are visual, vocal, verbal.

### **Classroom Discussion**

Define each aspect, provide examples, and then have students share examples.

Make sure to take advantage of teachable moments by further exploring examples as the students present them. For example, if a student shares “clothing” as an example of a visual aspect, you may want to discuss course policies on appropriate clothing choices for classroom presentations. If a student shares “articulation” as an example of a vocal aspect, segue into some fun tongue twisters.

Share the Aspects of Public Speaking with your students and ask them what they like, notice, and wonder about these lists to continue the classroom discussion.

## main activity

View a TED Talk video to practice giving critical feedback statements.

### Ted Talk Video

Select one of your favorite TED Talk videos to watch with your students. Have them to look for visual, vocal, and verbal aspects of public speaking while viewing.

### Classroom Discussion

After watching the video, ask the students to share what they like about the visual, vocal, or verbal aspects. It's okay if these statements are very simple observations.

*"I like the presenters use of humor."*

*"I like the presenter's energy and enthusiasm."*

*"I like her pacing. It was very easy to follow her."*

Now, ask for aspects that they notice.

*"I notice that her use of hand gestures was distracting."*

*"I notice that she shared a lot of stories about her personal experience."*

*"I notice that she seemed really nervous."*

Prompt students to expound on their feedback by asking them to tell you more.

*"I notice that she seemed really nervous."*

*"Can you tell me more about that?"*

*"I notice that she looked nervous because her voice was shaking, and she was fidgeting a lot with her hands."*

Lastly, ask for aspects that they wonder about.

*"I wonder if she could have defined some of terms that she used."*

*"I wonder if she could have organized the speech better."*

*"Can you tell me more about that?"*

*"Yes, I found it hard to follow. I like that she gave definitions for everything, but I notice that there were a lot of terms that she needed to define. I wonder if she could have used simpler terms so she wouldn't have to spend so much time on definitions, because it constantly interrupted the flow of her speech."*

