TUSC – Totally Unique Speaking Club

TUSC is a highly structured activity that allows all students in a class to learn and practice communication skills.  At a chosen time in each school cycle, all students gather to talk and listen. Each student has a special role.  Over a period of weeks, students rotate through all of the essential roles and participate in many of the optional roles.

**Purposes of TUSC:**

* To provide regular, structured yet  an open and flexible vehicle by which to address the Language Arts communication outcomes in the curriculum with support to Math, Social Studies and Science
* To provide positive, low risk environment where experiences which contribute to the growth of self-esteem and confidence of each child are the norm.
* To create a non-threatening forum for teacher, peer,  and self evaluation

**TUSC roles:**

* Chairperson\*
* Secretary\*
* Citizenship Award\*
* Artiste
* Chef
* Celebrity Interview
* CIA (Country Intelligence Agent)
* Commercial
* Croc Hunter
* Demonstrator
* Entertainer
* Environmental Activist
* Historian
* Interviewer
* Impromptu Speaker
* Investigative Reporter
* Media Critic
* Math Problem Solver
* Pollster
* Scientist
* Speaker’s Corner
* Storyteller
* Technology Report
* WWW Evaluator

\* Essential roles

**TUSC Roles:** (\*indicates essential roles)

Chairperson\* - Creates presentation list, runs the meeting.

Secretary\* - Keeps meeting minutes.

Citizenship Award - Presents a citizenship award to a student in class, and explain In a speech why they deserve it.

Chef – Prepare something for the class to enjoy, and explain how you made it and why you chose it.

Entertainer – entertain the class with a performance – magic trick, comedy, song, dance, poetry, musical instrument, skit, etc.

Artiste – create a work of art and explain the process and meaning behind the piece.

Celebrity Interview – Prepare and present a telephone interview with a celebrity.

CIA (Country Intelligence Agent) – Provide a report on a country of your choice.

Commercial – Create a product and produce an advertisement or commercial for the class.

Croc Hunter – Report on an animal of your choice.

Demonstrator – Demonstrate a skill for the class, in 10 easy steps.

Environmental Activist – Describe an environmental to the class.

Historian (this day in History) – Find out what happened on this day in the past.

If you knew me – Interview a classmate and read their answers. The class must guess who was interviewed.

Impromptu Speaker – Speak on any topic, without notes or preparation for one minute.

Investigative Reporter – Report on a current news event. Seek out the story!

Media Critic – Give your opinion on a form of media (movie, TV, music, Game, etc)

Math Problem Solver – Find a difficult and interesting math problem to challenge your classmates.

Pollster – Create a survey and share the results with the class.

Scientist – Prepare a simple science experiment for the class, or share a new scientific development.

Speaker’s Corner – Prepare a speech on a controversial topic of your choice.

Storyteller – Tell the class the best story you have ever heard.

Technology Report – Choose an invention that has impacted humans lives and explain its importance.

WWW Evaluator – Tell the class about a website that you like and justify your choice.

**Speech Evaluator Form: Two Stars and a Wish**

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| I will listen intently to the speaker and **make legitimate praise or constructive criticism** to help IMPROVE the speech. I will use the following criteria to evaluate the speech fairly.  Only the speaker will get my evaluation.  Speech Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Given by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Presentation (voice, eye contact, stance) :  A star  A wish  A star  Content (how interested was the speaker? The audience?) :  A star  A wish  A star  Effort (Was there enough content? Did the speaker practice?) :  A star  A wish  A star |

**Self-Evaluation Form Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Reflect on the content, organization, and materials of your speech. Did you meet the requirements? Are you satisfied with your effort? What would you change next time?**

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| http://www.clipsahoy.com/clipart2/as3637.gif |

**Reflect on your creativity, speaking skills, and how the audience responded to your presentation. Describe the audience reaction to your talk. What else could you have done to capture the interest of your audience?**

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| http://www.aperfectworld.org/clipart/government/speech.gif |

**Reflect on the amount of time and preparation your speech took. Did your speech meet the minimum time requirement? Could you have made it longer, or worked harder on it? Was it too long? What could be eliminated from your speech?**

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| http://www.clipsahoy.com/clipart/as0838.gif |

**Chairperson**

The Chairperson runs the TUSC Meeting. They keep the meeting running smoothly and introduce all speakers. Before the meeting, the chairperson must speak with all classmates to find out a bit about their role / presentation, and make sure they are ready to present. The Chairperson also will read the minutes of this meeting at the next TUSC meeting.

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| **T.U.S.C. AGENDA & SCRIPT**  Date\_\_\_\_\_\_\_\_\_\_  *I will call this meeting of T.U.S.C. to order.*  *The time is*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  .  *I will have the former secretary read the minutes from the last meeting.*  *Are there any errors or omissions?*  *I move the minutes be adopted as read/corrected.*  *Would someone like to second that motion?*  *All in favor raise your right hand. Carried.*  *The TUSC meeting for today will begin.*  (Introduce each speaker and introduce their topic in a sentence or two. Remember to thank each speaker at the conclusion of his contribution)   |  |  | | --- | --- | | **Name** | **Role/Topic** | | 1 |  | | 2 |  | | 3 |  | | 4 |  | | 5 |  | | 6 |  | | 7 |  | | 8 |  | | 9 |  | | 10 |  | | 11 |  | | 12 |  | | 13 |  | | 14 |  | | 15 |  | | 16 |  | | 17 |  | | 18 |  | | 19 |  | | 20 |  | | 21 |  | | 22 |  | | 23 |  |   This concludes our meeting.  Would someone move the meeting be adjourned?  I declare this meeting of T.U.S.C. adjourned.  Please remain seated and wait for further instructions from your teacher. |

**TUSC Sample Secretary’s Script/Minutes**

The secretary takes notes on what happens in the meeting. You can use this sample, or you can write your own. Careful – the presentations may not be in the order that they are written in this sample script! **(It might be a good idea to ask the chairperson for his/her order of presentations BEFORE the day of the meeting so you can prepare.)**

Date and Day: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time Begun: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Ended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ opened the meeting. The previous secretary (or chairperson), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ read the minutes of the last TUSC meeting and moved they adopted as read. The motion was seconded by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The motion was carried/defeated.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ presented a **speech** about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **entertained** us with jokes/riddles/skits

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gave us something to think about in regards to the **environment**.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ told us about an interesting **internet site**, the web address / URL was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gave us a **news report** about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shared a wacky **animal fact** about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ informed us about a **technological issue**. It was about **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ performed a **telephone interview**, he/she pretended to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ performed a **science experiment** that didn’t blow up Mrs. Comte’s room, but did\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tried to stump us with a **math problem**. The math problem involved fractions/algebra/whole numbers/other- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gave a **demonstration** on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ did an **advertisement** for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ became an improve pro when he/she did an **impromptu speech** on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ gave out the **citizenship award** to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **reviewed** a book/movie/song/game for the TUSC meeting called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **polled** people about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ was our **chef** for the day and tantalized our taste buds with their recipe for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ had an **opinion** about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ explored their **artistic side** and told us about creating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\*Note: if a presentation does not fit in the above blanks, write about it in the space below to include it in the minutes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Chairperson asked for a motion to adjourn the meeting. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ moved to adjourn the meeting.

Artiste

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| This category is where you can meet your freedom need. Often times artists (including painters, musicians, and dancers just to name a few) find great freedom in their art form.  **Create something to share** with your classmates. Paint or draw a picture you are proud of, show us a photo or sculpture, sing or play a song, write a poem, perform a dance, or do something artistic we’ve never seen!  Art Piece Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Medium(s) used: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Inspiration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Describe the creation in a few paragraphs –  Consider answering the following questions in your description:  ***Images***  *What details in the creation create vivid pictures or connections in your mind?*  ***Words***  *What powerful words describe the scene?*  *What might the subject of the piece be thinking, or say if he/she/it could speak?*  ***Feelings***  *What do you feel when you look at your art work? What did you intend for the people who see it to feel?* |

**Citizenship**

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| I will walk around the class and participate in discussions. I will keep my eyes open and **watch the way the class interacts**. Are there people helping each other? Did somebody say something nice to another classmate? I will watch and **decide who deserves to be granted a citizenship award** at the next TUSC meeting. I will **make a Citizenship certificate** for that person.  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  Award Winner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What are your reasons for picking this person? (You MUST speak for at least one minute about why this person deserves the award. Think of specific good deeds or examples. )  Make a certificate using a Microsoft Publisher template or certificate maker |

**Chef**

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| This category meets your belonging need. Sometimes food can make you feel better. There’s nothing like a warm cup of tea when you’re down or a hot bowl of soup when you’re cold.  In this category you will **prepare something for the class to taste**.  You will share the recipe and explain how you made it. Be creative – don’t just read out the recipe! Make a video, re-enact it live, show a slideshow or prezi… the possibilities are endless.  Also include any problems you ran into and any hints you can share to make it easier.  Have a copy of the recipe ready in case your students want to try it out for themselves. |
| Entertainer  This category will meet your need for fun.  Think “Stony’s Got Talent” - Showcase your talents by providing entertainment for the entire class: do a **magic trick** or **stand-up comedy**, perform a **song or dance**, act out a **skit**, recite some **poetry** or create a **game for everyone to play**. Try to think outside the box and engage everyone.  BRAINSTORM  Make a list of your talents here:  From that list, circle the ones that you are comfortable presenting in front of a crowd.  PRESENTATION When presenting, consider speaking about the following before or after sharing your talent:   * 1. When / how / why did you learn this?   2. Have you ever performed it in front of an audience? How did / do you feel?   3. What is the next step for you with this talent? |

**Commercial**

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| I will **prepare a commercial break** for TUSC members. I will do my best to pitch a product I created to the class that they would like to buy (think Dragon’s Den).  I will make sure that my product and commercial appeals to my audience. I will try to use some of the techniques of advertising to sell my product. I **will hand in a storyboard** to my teacher. **I will make sure I have the appropriate props, people and/or materials to make it work.**  Name of Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the storyline for your commercial?  What kinds of props or materials will I need to make this a successful commercial?  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  Make a video of your commercial and present it to the class through youtube or moviemaker. |

**CIA (Country Spy)**

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| I am a special agent reporting to the highest level of authority about a country outside of North America. I will use the CIA World Factbook and any other good Internet resource to research that country. I will **report on the following aspects of the country**…geographic coordinates, climate, terrain, natural hazards, population, neighbouring countries, literacy rate, type of government, capital city, flag picture, currency, disputes. I will locate the country on the Country Spy map in my class and place a pin in its location.  Country: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Report includes:**   1. geographic coordinates 2. climate 3. terrain 4. natural hazards 5. population 6. neighbouring countries 7. literacy rate 8. type of government 9. capital city   CIA Factbook <https://www.cia.gov/library/publications/the-world-factbook/>  WorldBookOnline <http://www.worldbookonline.com>  Use Google Earth or Google Maps  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht) |

**Croc Hunter!**

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| While I may not be as brave as the Crocodile Hunter, I can certainly report on strange animal facts myself. I will **research an animal** that intrigues me and **report** on its unusual skill or characteristic. I will provide TUSC members with the source of my research. \*\*Ask permission from teacher AND principal before bringing any animals into the school\*\*  Animal Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Unusual Animal Characteristic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose this animal?  Describe the unusual animal’s characteristic or skill that you researched.  Where did you find this information? Where can TUSC members read or see more of this animal. (Hint: “My head” is not an acceptable source of information in this case)  Send a digital picture via e-mail to the teacher. (scomte@isd21.mb.ca)  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht) |

**Demonstrator**

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| I will be in charge of the demonstration for the next TUSC meeting. It will be my responsibility to come prepared.  I will **demonstrate how to do something or how to make something** in 10 steps or less. I will find a creative way to explain the steps to the class. The demonstration will show a natural progression from beginning to end and will be less than 4 minutes in length.  What is your demonstration about?  Why did you choose this demonstration?  What are the steps to complete the demonstration? Show the TUSC members.  1)  2)  3)  4)  5)  6)  7) 8)  9)  10) |

**Environmental Activist**

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| As a bearer of responsibility in the new millennium, I will **provide TUSC members with some important information in regards to the plight of the environment**. I can choose anything to do with the environment, such as stories about environmental wrong-doings, ways to help our environment, how we can improve our environmental footprint, or recycling.  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose this aspect of the environment?  Explain your environmental topic.  Locate the problem area on a digital map.  Make an environmental poster with Publisher or Word |

**This Day in History (Historian)**

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| Every day is the anniversary of some important event such as the birthday of a famous person, a battle, a natural disaster, etc. I will **confirm the date of the next TUSC meeting**.  Using the Internet, I will **research** **what things happened on this day** in the past. I will use the 5Ws & H to share the information with my class. I will **make a short slideshow** with Powerpoint or Photo Story 3 or other similar application.  TUSC Meeting Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the important event?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  Where\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  Why\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  Who\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  World Book Online has This Day in History information. Make a short slideshow using Powerpoint , Microsoft Photo Story, or Picasa  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht) |

**If You Knew Me**

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| It is my job to help my TUSC mates understand what it would be like to be in someone else’s shoes. I will **interview someone** from my grade level using the form below. I will encourage the person I interview to answer my questions in all seriousness.  I will find a creative way to present my interview to the class, so that other TUSC members can guess the identity of the person I interviewed.  Questions:  I am…  I wonder….  I hear…..  I see….  I want….  I pretend….  I feel….  I fear….  I am…. Repeat first line  I understand….  I dream….  I try….  I hope….  I am…. Repeat first line  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  Record the interview in Audacity - it will allow you to alter the voice of the interviewee! |

**Impromptu Speech**

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| I understand that the impromptu speech tests my ability to **come up with ideas on the fly**, to think for myself, then to speak for myself. I will do my absolute best for the time allotted to talk about the topic my teacher gives me at the TUSC.  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  I’ve **created a Top Ten** List of Funny Impromptu Titles for my speech.  Ex. If you could turn back the clock, what would you do differently?  9)  10)  Email the 10 new impromptu speech suggestions to the teacher BEFORE the tusc meeting. . scomte@isd21.mb.ca  Use SmartNotebook to have random choice selection. |

**Investigative Reporter**

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| As a potential journalist in the future, it will be my job to **hunt down the story**!  I will **research and record** the news about a current event. I will **report back** to TUSC members with my collected information. I will talk about the event details, any different perspectives on that event and any bias I encounter.  News Item: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Location of news item  # 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  url:---------------------------------------------------------------------  #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  url:---------------------------------------------------------------------  Why did you choose this news item?  Tell us about the news item. Describe it in detail. Show us on an Internet map.  Where did you find this information? Who or what are your sources? (Hint: no self respecting journalist would use less than two sources)  Do you or your sources have any biases toward this news story? Explain.    [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  Use the Internet as a news source |

**Media Critic**

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| I will **write and share a review** for a movie, television show, book or game that I have seen recently. I **will compare my review** with that from the Internet. If it’s a movie or game, **I will show a trailer** if available. If it’s a book, I will **show the digital picture** of the book cover.  Answers these questions:  Where did you see the show , book or game?  What was it about?  Did you like or dislike it ? Rate it out of 10 and give it two thumbs up or down.  Why did you pick it in the first place?  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  -If it’s a movie or game, show a trailer. If it’s a book, show the digital picture of the cover. |

**Math Problem Solver**

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| I will **find** or make up a **math problem**. I will **give the teacher** (a typed copy or e-mailed copy) the math **problem and the solution** at least a day before the TUSC meeting so that he/she can give it to my classmates. Before the TUSC meeting, I will go to the whiteboard and **write out** the problem. I will then read the problem to the class and **explain my solution**. I will ask if my classmates used a different method to obtain the solution.  Here’s a sample of a math problem and possible solution description:  **Problem:**  Uncle Henry was driving to Halifax when he spotted a big green gorilla on the side of the road. He screeched to a stop, jumped out of his car. He saw the outline of a number on the gorilla. He couldn't quite see the number, but he knew it was a 4 digit number. And:  1) He remembered seeing a number 1.  2) In the hundred's place he remembers the number is 3 times the number in the thousand's place.  3) He said the number in the one's place is 4 times the number in the ten's place.  4) Finally he said the number 2 is sitting in the thousand's place.  What is the number?  Problem Source: <http://www.stfx.ca/special/mathproblems/grade6.html>  **Solution:**  *I drew a place value chart, I used the information from the problem and plugged in the numbers to determine that the answer is*  **2614**  I may use the Internet to find my problems  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht) |

**Pollster**

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| I will come up with a topic about which I want to know more. I will **make a prediction** as to how people will answer. I will **collect and manage** the data and provide the TUSC members with a data organizer (like a chart, tally, or otherwise). I will **survey** at least 10 people.  Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Ex. Are you in favor of making people use biodegradable products to prevent pollution of Lake Winnipeg?  Why did you choose this question?  What was your prediction about the outcome? Were you surprised by the answers you got? Did you expect those answers?  How many people did you interview? What ratios did you observe?  How will you present your findings visually to TUSC members (graph, picture, video, etc.)?  Use a spreadsheet to contain and manage data. Alternatively, set up an online poll such as at Poll Daddy.com  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht) |

**Science Experiment**

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| For this TUSC job, I will become Bill Nye for a day! I will **perform a simple experiment for the class. I will use the scientific method.** I will try the experiment at least once before the TUSC meeting. As I conduct the experiment I will explain what I am doing and give commentary on some aspects of the experiment.  Steps of the Scientific Method: <http://home.att.net/~teaching/science/method.pdf>  Experiment Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What materials will you use?  Explain your steps?  Explain what the experiment is showing.  Tell us where we can get more information about this. |

**Speaker’s Corner**

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| I will **choose a controversial issue** about which I have strong feelings. I will tell the teacher about my chosen issue. Once I have chosen a topic, I will **find facts** to support my position on the issue. I will **seek out opinions** from two other people I trust. I may send the question about my controversial issue via e-mail and receive the responses via e-mail. I will think about what they said and decide if it had any effect on my thinking. I will then **share my findings** at the TUSC meeting.  Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What is the controversial issue ?  (Examples: Should kids have to wear uniforms to school? Or “Should girls be allowed to play on a boys team? )  This is what the people I surveyed think:  Person 1:  Person 2:  This is what I think and here are my reasons:  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)  I may send the question about my controversial issue via e-mail and receive the responses via e-mail. |

**Storyteller: Best Story Ever**

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| Most people have a favorite story, something that they’ve seen or heard, something that has happened to them or to someone in their family. I will **put my story in proper sequence**. Here’s my chance to **tell my best story ever** at my TUSC meeting.    \*\*You may NOT read a story that has been written by another person – YOU are the author of this story!  Storytelling Aids (Optional)  Story Sequence  <http://www.readwritethink.org/lesson_images/lesson1035/sequencing.pdf>  StoryMap  <http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf>  Record your narrative using a word processor, then read it aloud to the class. Plan your story here:  Go Further: Use a digital program like Powerpoint or Photo Story to make a storyboard.  Create a COMIC to illustrate your story (use comic life, or the free online comic creator at www.readwritethink.org)    Speak to the teacher in advance of the meeting if you need equipment  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht) |

**Technology Report**

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| I have chosen an item that has had an impact on people’s lives. I could have chosen anything from a hammer, to the wheel, to a new gadget or invention that just appeared on the market. My job is to **show the audience how and why it is an important technology**, and how it had an impact on people’s lives. I will speak about it for two minutes.  Item: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why is this item important? What does it do?  Was it invented or found? Can it be bought or sold? Describe it or show it.  How has this item made an impact on people’s lives? |

**Celebrity Interview**

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| I will **research a famous person**. I will **prepare a script** that I can rehearse with a friend or classmate. I understand that I must depend on that person to participate fully. I will **conduct a** **telephone conversation with the famous person** (alive or dead) at the TUSC meeting. I will **make a timeline** that represents the life of my famous person. I **will make a bibliography** of my sources. I will **e-mail my classmates** to tell them where to get information about this person.  Famous Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Friend to help: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose this famous person?  Some interesting questions I might ask this famous person?  birthdate, birth location, etc  What was it that made this person famous?  Is there something interesting that the class might not know about this person?  How can I make the interview more interesting? Could I use different accents, voice inflections, tones?  I will research the person online and in books that we have.  I will provide a bibliography that tells my sources.  I will make a timeline using electronic tools  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht) |
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**WWW Evaluator**

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| I am a web-surfer and I can help my fellow surfers find better web sites. I will **seek out a website** that I am interested in and present it to the class. I will use the recommended criteria to judge the effectiveness of a website.  Website Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Website Url (Uniform Resource Locator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why did you choose this website?  Name 3 things that were good about it. Name 3 things that could be improved. (Hint: think about images, ease of use, amount of useful links)  Using the one of the following CyberSmart Site Evaulation Forms, what score would you give this site?  Rating Web Sites : <http://www.cybersmartcurriculum.org/act_sheets/CY00_Stdnt_G45_L16.pdf>  Website Evaluation Form  <http://www.cybersmartcurriculum.org/act_sheets/CY00_Stdnt_G68_L18.pdf>  Add good web sites you find to the class web page.  [computer mouse](http://school.discoveryeducation.com/clipart/clip/comp-mse.ht)    Speak to the teacher in advance of the meeting if you want to show a specific web site to the class. |