

Lesson 5: Identity Out Loud: Spoken Self-Introduction

60 minutes · oral lesson

WHAT THE CLASS SHOULD LEAVE ABLE TO DO

- Structure a spoken self-introduction with four clear beats
- Deliver a 60-second introduction live or to camera
- Use pace, eye contact and a simple recovery move (pause, breathe, continue) when speaking

TERMS THE CLASS MEETS

Term	What it means
Self-introduction	A short spoken piece that tells a listener who you are, where you are from, what matters to you, and what you are here to do.
Pace	How fast or slowly you speak, and where you put a short pause so the listener can keep up.
Filler words	Sounds or words you drop in while you think, such as um, like, or you know, that can crowd out the point.

BEFORE YOU TEACH IT

Before the Lesson

- Prepare the model text for display.
- Ensure students have paper and pens for drafting their lines (or print the script-builder view).
- Have Communication Portfolio folders ready, plus simple two-line sign-off slips for live delivery.

Suggested Timing (60-minute period)

- Getting Started: 5 minutes
- Listen to a Model: 8 minutes
- Write Your Lines: 12 minutes
- Say It Out Loud: 20 minutes
- What You'd Change: 10 minutes
- What You Covered: 5 minutes

If the period is closer to 40 minutes (contingency only)

- Keep model + write + deliver in class.
- Send the Step 5 review home as a short Reflective Journal note.
- Shrink the summary to a one-line exit check: confirm the portfolio line from Step 4 is already written.

Teaching Tips

- Circulate during writing to prompt shorter lines per beat.
- Model the introduction yourself twice (rushed, then calm with pauses).
- Default delivery to timed pairs with a two-line sign-off so 12–18 students finish inside twenty minutes.

- Collect one priority change from a few students before the summary.
- Exit ticket: every student leaves having confirmed the portfolio reference line from Step 4 is written (do not re-ask them to write it).

Common Mistakes

- Writing one long line instead of four separate beats. Solution: insist each line covers only one idea.
- Reading the introduction instead of speaking from notes. Solution: require one rehearsal before the final delivery.
- Rushing through the beats without pauses. Solution: remind students to pause briefly between each beat.
- Leaving without the portfolio note. Solution: make confirming the folder line the exit ticket.

Differentiation

- Support: provide sentence starters for each of the four beats.
- Support: allow delivery to a partner rather than the whole class if anxious.
- Extension: prepare a second version as if opening a work-experience meeting or a VPG (work/career) interview.

Portfolio note

This is practice that builds an early oral sample in the Communication Portfolio. It is not a Key Assignment lesson (`key_assignment` stays null). Use one consistent label such as `m1_u1_l5_self_intro_<initials>` plus peer/teacher sign-off or a camera note.

RUNNING THE LESSON

Step 1: Getting Started · 5 min

Open with a quick show of hands: who has had to introduce themselves out loud this month? Name the portfolio piece once (a short folder note naming the delivery, who heard it, and the date), then move on. Keep this to five minutes so the model and the delivery keep their full slots.

Step 2: Listen to a Model · 8 min

Read the model yourself first, slightly too fast, then again at a calm pace with a pause after each beat. Ask the class which version they could follow. Optionally invite one student to read the model once after your two reads. Name filler words without shaming anyone who uses them.

This oral practice feeds the SEC oral examination and transfers to work-experience interviews, VPG (Vocational Preparation and Guidance) interview work, and any Student Task presentation. It is an early oral sample for the Communication Portfolio, not a Key Assignment on its own.

Timing for this step is eight minutes within the 60-minute grid set out in the lesson-level teacher notes. Do not use a different clock here.

Step 3: Write Your Lines · 12 min

Circulate while they write. The common wobble is a long first line that tries to do all four jobs. Ask them to cut until each beat is one breath. Students working alone still complete their own four lines; pairing is enrichment, not a gate. Remind them the audience for this first piece is the class or camera, not a different role-play yet.

Step 4: Say It Out Loud · 20 min

This is the Portfolio Build. Protect the full twenty minutes. Default to timed pairs so a full class of 12–18 can finish: one speaks, one times and listens, then swap. Use a two-line peer or teacher sign-off slip (name, date, heard live / to camera) as portfolio evidence. Remind the room that any on-page transcript is a tool for review; the audio itself is not stored on the platform. Students working alone use the timer and prompter, then note the delivery in their folder. Do not ask students to retype the four beats; they speak from the lines written in the previous step.

Step 5: What You'd Change · 10 min

Self-review is fine if pairing is awkward; pair review is stronger when the room can manage it. Keep comments concrete: point at a beat or a moment, not at the person. Collect two or three "one priority" answers for the whole class before the summary. If time is tight, send this review home as a short Reflective Journal note and keep the exit ticket in Step 6.

Step 6: What You Covered · 5 min

Exit ticket: confirm each student already has the portfolio reference line from Step 4 (delivery + who heard it + date + sign-off or camera note) before they leave. Do not ask them to rewrite it. Flag that this first oral piece is early Communication Portfolio practice and the start of SEC oral-examination preparation, not a one-off and not a Key Assignment on its own. No homework beyond an optional second run for a work-experience or VPG (work/career) audience.