



T.-Totally



U.-Unbelievable

S.-Speaking

C.-Club



<http://www.protopage.com/speaking>

The T.U.S.C. Handbook

Please hold on to this booklet. The TUSC program is a language arts program designed to improve your listening and speaking skills. It will also teach you how to run a meeting, act as a secretary, answer questions, and deliver a speech.

In order for the TUSC program to be successful for the class and yourself, you must be prepared for whatever job is assigned to you. No matter what job you have, remember to:

1. Always speak in complete sentences
2. Use your voice effectively
3. Respect each other's right to speak
4. Listen appreciatively
5. Be well prepared, otherwise you let down your entire class as well as yourself
6. Enjoy your task!

The following pages outline the duties of every participant in the TUSC program. Be familiar with these duties and use them as a reference when your turn comes up.

Tips for successful TUSCs

- **Start early.** You know your TUSC ahead of time: think of a few topics you can do and see how manageable it would be for you to do one of them. **Never start the day before your TUSC is due.**
- **Don't spend too much time on this.** I always expect less than 2 hours of work per week (divided into minutes throughout the week). The average time to put into these is probably just under an hour.
- **Always practice your TUSC at home and, if possible, at school (in case of technical difficulties)** . You never know with all of the firewalls and safety regulations if your TUSC will function at school.
- **Don't "forget" you TUSC at home.** This is homework, which has a due date, and points will be taken off if you are not responsible enough to bring your stuff.
- **If you are having difficulties with your TUSC, ask for help.** This help could be from your classmates or from me.
- **Always have something to show or touch or listen to or taste etc.** All students learn through various methods; work with that.

And remember, be courteous and don't speak when others are doing their TUSCs

1-CHAIRPERSON

The Chairperson must:

1. be familiar with the agenda prior to the meeting
2. must keep the meeting running smoothly
3. must introduce each speaker and do so in complete sentences
4. must tolerate no interruptions or noise

2-SECRETARY

The Secretary must:

1. be prepared with a pen and "Secretary's Report" form
2. read over the form ahead of time so you know which information you need to fill in
3. read *last week's* minutes during the TUSC meeting (be sure you've read it ahead of time in case you need to make any corrections!)
4. give your completed "Secretary's Report" to next week's secretary

Chairperson's Agenda for TUSC

Date: _____

1. Good afternoon. I'm _____ and I'm today's **Chairperson**. I will call this meeting of TUSC to order. The time is _____.
2. I would ask the **Secretary**, _____, to read the minutes from last meeting. Are there any errors? (Remind secretary to make any corrections) .
3. I move the minutes be put into the TUSC binder as read. Is there a **second**?

4. I now call the **Movie/TV Show Critic**, _____ to share a review for a movie or TV show.
5. I now call the **Environmental Activist**, _____ to provide us with some important information in regards to the problem of the environment.
6. Now I will call the **Website Evaluator** _____ to share a review on a website.
7. For **Artist's**, we have _____ sharing their art.
8. I will now call the **Investigative Reporter** _____ to let us know what's happening in the world.
9. Are you ready for **Trebek**? Here's _____!
10. I will now call the **Croc Hunter** _____ to let us know about the animal researched.
11. Up next is the **Angry Chef**, _____ who will share what food was made.
12. Our **Speech** is by _____.
13. Next, our **Speech Evaluator** _____ who will share their praise or constructive criticism to help improve the speech.
14. And now with a few jokes from our **Class Clown**, here is _____.
15. Now with our Demonstrator, _____.
16. A **Commercial Break** is presented by _____.
17. I will now call up the **Math Problem Solver**, _____.
18. Now, I will call up _____ who will present the **Citizenship** certificate.
19. And now a **Book Critic** from _____.
20. I now call up the **Country Spy** _____ who will report on a country.
21. Here is the **Pollster** _____ with a survey.
22. And now with our **Technology Reporter** _____ with some important information.
23. I will now call _____ who will present the **Speaker's Corner**.
24. Let's enjoy some **Music** right now with _____.
25. Up next, _____ who will share great facts about someone in the class, using the sentence starter **If You Knew Me....**
26. Lastly, I will call up _____ who will share their **Ask An Expert** interview.
27. This concludes our meeting. Would someone move the meeting to be adjourned?
_____. The time is _____.

Secretary's Report

Date:

Time Begun:

Time Ended:

Chairperson, _____, opened the meeting. The **Secretary**, _____, read the minutes of the last TUSC meeting and adopted them as read. The minutes were seconded by _____.

- 1) _____ presented a **Movie Review** on _____.
- 2) An **Environmental** tip was provided by _____. He/She said _____.
- 3) _____ shared the _____ **Website**.
- 4) _____ demonstrated/brought **Art**, which was _____.
- 5) _____ gave an **Investigative Report**. The highlight of his/her report was _____.
- 6) _____ did **Trebek's** role and one of his/her question and answer was _____.
- 7) _____ the **Croc Hunter** presented the animal _____. One fact about the animal was _____.
- 8) The **Angry Chef**, _____ brought in _____ for the healthy snack and shared with the class.
- 9) The **Speech** was given by _____ on the topic _____.
- 10) The **Speech Evaluation** was given by _____ he/she concluded that _____.
- 11) The **Class Clown** _____ told us a few funny jokes.
- 12) The **Demonstrator** was presented by _____ who demonstrated _____.
- 13) _____ presented the **commercial break**. He/She advertised _____.
- 14) The **Math Problem Solver** was presented by _____.
- 15) _____ presented the **Citizenship** certificate to _____ for _____.
- 16) _____ spoke about an interesting **book** titled _____.
- 17) _____.
- 18) The **Country Spy** _____ gave a report on the country of _____. The highlight of his/her report was _____.
- 19) _____.
- 20) The **Pollster** _____ conducted a survey about _____.
- 21) The **Technology Report** was presented by _____ and it was about _____.
- 22) **Speakers Corner** was presented by _____ and he/she talked about _____.
- 23) _____ shared **Music** with us.
- 24) **If You Knew Me....** was presented by _____ and was about _____.
- 25) **Asked An Expert** was presented by _____. We learned that _____.
- 26) The Chairperson asked to adjourn the meeting. _____ moved for adjournment and _____ seconded the motion. The meeting ended at _____.

Movie/Television Show Critic



I will **write and share a review** for a movie or television show that I have seen recently.

Answers these questions:

What is the name of the movie?

Where did you see the show or movie, and who did you see it with?

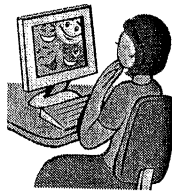
What was it about? (Give a summary of the plot with 3 specific details without giving away the ending)

What actors/actresses were in it?

What did you like about it?(list two things) **and** what did you dislike about it? (try and list at least one)

Rate it out of 10 and give it two thumbs up or down. _____

Why did you pick it to watch **and** why did you pick it to review for TUSC?



Website Evaluator

I am a web-surfer and I can help my fellow surfers find better research web sites. I will **seek out a research website** that provides information on the topic of my choice and present it to the class. I will use the recommended criteria to judge the effectiveness of a website.

Website Name: _____

Website Url (address): _____

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 website evaluation forms you find on the next page, decide what rating you would give this site? Be sure to explain why.

Speak to the teacher in advance of the meeting if you want to show a specific web site to the class.

Web Site Evaluation Form



General Information:

1. URL (address) of the Website: _____
2. Name of the website _____

Authorship:

3. What organization and/or individual created this website?

4. Is contact information provided? Check all that apply.
E-mail address: ___ Telephone Number: ___ Mailing Address: ___ Contact Name: ___
5. Based on Authorship, do you think you can rely on the information on this website?
Yes _____ No _____
Why or why not?

Content:

7. What is the main purpose or point of view of the site? (check all that apply)
To inform _____
To persuade _____
To sell a product _____
Other _____
8. Is there advertising? yes _____ no _____
9. If there is advertising is it distracting? yes _____ no _____
10. Why is this website helpful (or not helpful) for your project?

12. When was this page written or last updated? _____

Your Evaluation:

13. Rate this web page: Circle one of the following.

Use with caution Good basic information Excellent for an assignment



Artist



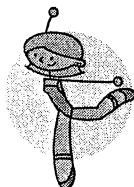
I should reflect on how I like to express myself. Some people express themselves through art, music, acting, writing, speaking, sports, or hobbies. At the TUSC meeting I will show the audience one of the ways in which I like to express myself. I'll **demonstrate how I express myself or bring an example of something I created** and show it to the class.

Topic: _____

How do you most like to express yourself? Explain why.

What is your example? Write detailed notes on what you are going to present and how and be sure to include the following where they apply: How did you create it, or how do you do it? How does it allow you to express how you feel or how you felt about something that happened?

Speak to the teacher in advance of the meeting to let her know about your performance.



Investigative Reporter



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 an event. **I will use at least two sources.** I will **report back** to TUSC members with my collected information. I will list the 5 W's and How of the story and will explain in my own words the events details.

News Item:

Who: _____

What: _____

Where: _____

When: _____

Why: _____

How: _____

Tell us about the news item. Describe it in detail and be sure to put the story into your own words. Show us on a map where it happened or a picture that shows some information about the story.

Why did you choose this news item?

Where did you find this information? Who or what are your sources? (Hint: no self respecting journalist would use less than two sources)

Sources:

1: _____

#2 _____





Trebek



There is no greater power than being the holder of great knowledge and Alex Trebek (host of Jeopardy) embodies that power. Your task is to develop five trivia questions on any topic of your choosing. Try to come up with questions to **stump the class, even your teacher!**

My Topic: _____

Class Stumping Questions

1) _____

Answer:

2) _____

Answer:

3) _____

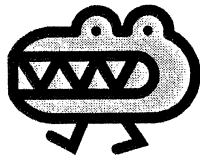
Answer:

4) _____

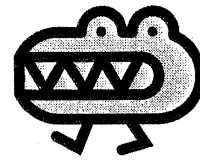
Answer:

5) _____

Answer:



Croc Hunter!



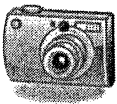
While I may not be as brave as the Crocodile Hunter, I can certainly report on strange animal facts myself. I will **research an animal** that intrigues me and **report** on its unique skill or characteristic. I will provide TUSC members with the source of my research.

Animal Name: _____

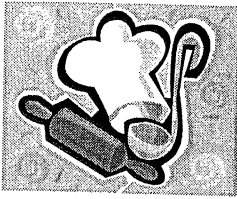
Describe at least five of the animal's unique characteristic(s) or skill(s) that you researched.

Why did you choose this animal?

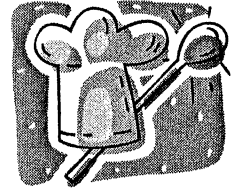
Where did you find this information? Where can TUSC members read or see more of this animal. (Hint: "My head" is not an acceptable source of information in this case)



Talk to the teacher to get permission to print out a picture of your chosen animal.



The Angry Chef



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. Also include any problems you ran into and any hints you can share to make it easier.

Recipe/Food: _____

Ingredients: _____

How do you make it?

When do you make this recipe/food? (when you are happy, sad, for celebrations etc.)

Tips/suggestions:

Items you need to bring from home if you are preparing the recipe/food in class

Speech Evaluator

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.

Speech Subject: _____

Given by: _____

Date: _____

List three main ideas from the speech given by your classmate.

How did the speaker feel about his/her topic?

List three positive aspects of the speech (voice, eye contact, enthusiasm, engaging to the audience, practiced, length, or anything else you can think of)

Write one wish for the speech (could be any of the positive aspects)



Class Clown



It will be my job at the TUSC meeting to provide the comic relief. I understand that sometimes school can be too serious, and this is my opportunity to crack some jokes without repercussions. I will **clear my jokes or riddles with my teacher** or I will have to listen to his/her "not-at-all-funny" jokes. I will **tell the jokes** that are in good taste and do not offend anyone inside or outside of the class. I understand that timing and enthusiasm matter when telling a joke.

List five (5) riddles or jokes here:

1. _____

2. _____

3. _____

4. _____

5. _____

Demonstrator



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. The demonstration will show a natural progression from beginning to end and shouldn't last for more than 4 minutes.

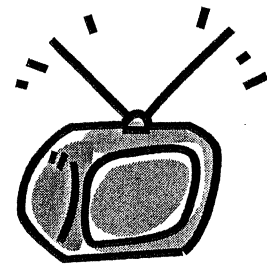
What is your demonstration about?

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)

Commercial

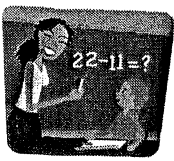


I will **prepare a commercial break** for TUSC members. I will do my best to pitch a product to the class that they would like to buy. I will make sure that my product and commercial appeals to my audience. **I will make sure I have the appropriate props, people and/or materials to make it work.**

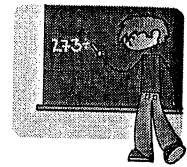
Name of Product: _____

How are you going to get the audience interested in your product? Write a detailed description of your commercial. Don't forget to include the following: Why should the audience buy it? Where can they buy it? How much does it cost?

What kind of props or materials will you need to make this a successful commercial?



Math Problem Solver



I will **find** or make up a **math problem**. I will **give the teacher** the **math problem and the solution** at least a day before the TUSC meeting so that 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. I must be able to solve my problem, not just give the answer.

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?

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**

You may use the internet to find your problem, try
<http://www.stfx.ca/special/mathproblems/grade5.html>



Book Critic

I will **write and share a review** for a book that I have read recently.

Answers these questions:

Name of book: _____

Author: _____

Genre: _____

Number of pages: _____

Where did you read book?

What was it about? Give a basic plot overview with at least 3 highlights from the story without giving away the ending.

What did you like about it (list three things) and what might have made it better? (list at least one thing) Rate it out of 10 and give it two thumbs up or down.

How did you choose this book to read? Why did you choose it to critique for our TUSC meeting?



Country Spy



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 resource to research that country. I will **report on the following aspects of the country**...geographic coordinates, climate, population, neighbouring countries, type of government, capital city, flag picture. 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. Population

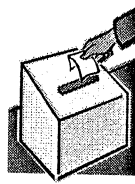
4. Neighbouring countries

5. Type of government

6. Capital city

CIA Factbook <https://www.cia.gov/library/publications/the-world-factbook/>
World Book Online <http://www.worldbookonline.com>
Use Google Earth or Google Maps

Pollster



I will come up with a topic that I want to ask my classmates about. 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?)

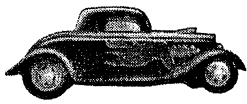
Why did you choose this question?

Before you ask anyone, what is 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 were your results? Show your findings visually to TUSC members.



Technology Reporter



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?

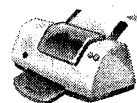
What does it do?

Was it invented or found? Research who invented or found it and explain briefly how.

Can it be bought or sold?

Describe it and show it or a picture of it.

How has this item made an impact on people's lives?



Speaker's Corner



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 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.

What is the controversial issue? (Examples: Should kids have to wear uniforms to school? Or "Should girls be allowed to play on a boy's team? Is hunting good or bad?)

This is what the people I surveyed think:

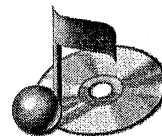
Person 1:

Person 2:

This is what I think and here are my reasons:



Music Review



I will **write and share a review** for song or album that I have heard recently.

Answers these questions:

What song/album did you choose? _____

Who is the artist/group? _____

What kind of music is it? _____

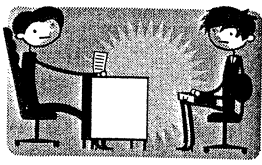
Where do you listen the song/album?

What did you like about it? List at least three things.

What could have made it better?

Rate it out of 10 and give it two thumbs up or down.

What made you choose this song/album to share at the TUSC meeting?



If You Knew Me.....

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 bring the interview to the TUSC meeting for other TUSC members to guess the identity of the person I interviewed.

Questions:

I am...

I wonder....

I want to be.....

I love....

I wish....

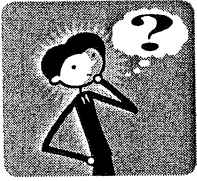
I remember....

I have always wanted....

I am scared of...

I hope....

Who am I ?



Ask An Expert

For this TUSC job, I will **formulate a series of questions** about something that interests me. I will ask **five** good questions. I will **find someone in our community who may be able to answer my questions**. I will share the expert's responses at our TUSC meeting.

Expert's Name: _____

Introduce the expert to our TUSC group being sure to include the following:

What is he/she an expert in?

How do you know him/her?

Where did you conduct the interview?

What were your questions and the expert's answers to them?

Oral Presentation Rubric: T.U.S.C. Presentation Evaluation

Name: _____

CATEGORY	4	3	2	1	Self - Assessment	Teacher Assessment
Introduction	The student establishes the focus. Student has an effective lead that produces the curiosity and interest of the audience.	The student has established the focus and has attempted a lead. Student engages the audience somewhat.	The student establishes the focus of the presentation. There is no lead-in and it doesn't produce the audience's interest.	The student merely tells the audience what they are going to do. Ex: I'm doing the demonstration.		
Preparedness	Student is completely prepared and has obviously rehearsed. Student has all his/her props or materials ready.	Student seems pretty prepared but might have needed a couple more rehearsals. Student has most of their materials.	The student is somewhat prepared, but it is clear that rehearsal was lacking. Student is missing some key materials.	Student does not seem at all prepared to present.		
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room most of the time.	Sometimes stands up straight and establish eye contact. May only look at one or two people.	Slouches and/or does not look at people during the presentation.		
Speaks Clearly	Speaks clearly and distinctly. Student correctly pronounces all words. Student is loud enough to be heard.	Speaks fairly clearly and distinctly. Student mispronounces one or two words. Student could speak a little louder.	Speaks fairly clearly and distinctly. Student mispronounces and stumbles on some words. Student is difficult to hear.	Often mumbles or cannot be understood OR mispronounces several words. Student is difficult to hear.		
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat forced.	Very little use of facial expressions or body language. The presentation seems lifeless.		
Content	Completes the task thoroughly and effectively. Shows signs of creativity. Leaves no unanswered questions.	Completes the tasks fairly well. There are some signs of creativity. There are a few unanswered questions.	Completes the task. There are some missing components. Information may be lacking. Little creativity.	Hasn't completed the task effectively. There are many things missing.		
Conclusion	Wraps up the presentation nicely. Leaves the audience with a clear message. It's obvious that the presentation is over.	Wraps up the presentation. Leaves the audience some kind of message.	Has some kind of conclusion, although it may be weak. It may leave the audience with some questions.	The student merely sits down at the end of the presentation. There is no conclusion.		