



BE PREPARED

“I know that the most joy in my life has come to me from my violin.”

- Albert Einstein

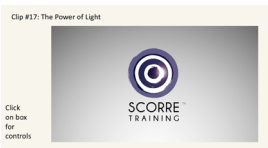
1. Return Speech #5 evaluation forms from yourself and audience members
2. Quiz on Body Talk
3. Slides 40 -- 41, “The Power of Light” and “The Transformative Power of Classical Music”
4. Return Essay #1, Enabling

OPENING ACTIVITY

1. Discuss students’ Speech #5. (If you discuss these questions before distributing their speech evaluation forms and grades, you’ll be more attuned to their self-evaluation. Otherwise, you may get responses based on the grades and feedback they receive from you and others and not from their own perception.)
  - a. Did they meet their SMART goal for this talk?
  - b. What strengths are they starting to feel as a speaker? What vulnerabilities?
  - c. How has their approach to designing and making a speech changed during this course?
  - d. How have they learned to listen to other speakers differently since beginning the course?
  - e. What area do they most need to improve in using appropriate and effective body talk?
  - f. What do they want to accomplish in Speech #6 and Speech #7, their final speech?
2. Return students’ evaluation forms for Speech #5 or you may wish to do this at the end of class.

HOMEWORK FOLLOW-UP

1. Have students share their objective sentences for Speech #6.
2. Have students write their two SMART goals for Speech #6 on a poster or board in the classroom. This helps foster a willingness to be transparent and an attitude of “We’re all in this together.” Additionally, it helps you understand how students are perceiving themselves and where they are most wanting to grow.

**1. Give the quiz on Body Talk.****2. Watch Slide 40****Slide 40: "The Power of Light"**

Ask students about recent or memorable past situations where light affected a presentation they were watching or giving. Emphasize Ken's point that this isn't information only for "professional speakers," but it applies to any speaking environment. Lighting and other environmental factors influence a presentation whether a speaker and the audience are consciously aware of this impact or not.

**3. Review Chapter 13, "Maximizing the Communication Environment."**

Emphasize while some of the material in the chapter may not be under the student's control right now, they will have a great advantage in the future by knowing and applying these principles.

Main points include:

- a. Lighting sets a room's atmosphere (Discuss Ken's experience detailed in *The Student's Guide to Powerful Speaking* with the horribly lit gymnasium.)
- b. People must be able to hear. Check the audio equipment well in advance of your talk. Your presentation shouldn't begin with a "sound check."
- c. Know how to handle a microphone.
- d. Try to learn ahead of time what the background will be and request any adjustments be made to remove or cover up distractions.
- e. Choose your clothing with the background in mind. If the background is all black, for example, you'll want to stay away from wearing all black. Otherwise, you can risk looking like a floating head.

If you need to make or request changes to sound, lighting, or background, be respectful and firm. Explain to the host you want the event to be a great success and don't want anything to distract from the audience or make it difficult for them to see.

**4. Watch Slide 41: "The Transformative Power of Classical Music"**

Students will evaluate Benjamin Zander's TedTalk. In addition to evaluating the content, instruct students to evaluate Mr. Zander's body talk. You may wish for students to complete a Speech Evaluation form or to take notes for a discussion after the speech concludes.



After the video, guide students in a discussion about the content, the environment, and the use of body talk. Questions you may ask include:

- a. What was his objective?
- b. Was this primarily a persuasive, enabling, or storytelling speech?
- c. How did he make effective use of his voice?
- d. How did he use his facial expressions?
- e. What was the environment like? How did this impact Mr. Zander's message?
- f. What did you learn as a speaker?
- g. Did Mr. Zander use logos, ethos, and pathos effectively? Why or why not?
- h. What most impacted you about the speech?

**WRAP-UP**

1. Return students' evaluation forms for Speech #5 if not already returned.
2. Return Essay #1, Enabling if not already returned.
2. Let students know they will choose a persuasive, enabling, or storytelling speech for their final talk, Speech #7. This speech will be between 15-18 minutes. Discuss your expectations for this speech. Inform the students where they will be presenting this talk and who will be in the audience. Distribute the grading rubric for Speech #7.

**HOMEWORK ASSIGNMENT**

1. Record two illustrations, quotes, jokes, or personal experiences in your personal "Resources" journals. Bring them to the next class to turn in.
2. Study for the 2nd Quarter Semi-Final Exam.
3. Prepare draft #2 of Essay #2, Persuasive. Use the "funnel" approach to editing. Bring a printed copy to class.
4. Continue working on Speech #6. Evaluate using the SCORRE method and be picky about the selection of your resources. Choose only the best! Include appropriate and effective humor that supports your objective and fits your style. If you are creating a handout and/or slides, begin working on these.