

WEEK 3

WEDNESDAY, SEPTEMBER 10

1. What's up?/Missing your speech time—let's chat.
2. Speech 1 reminders
3. **JOURNAL # 3** (quickly)—reflection
4. **JOURNAL # 4** playback (chapt. 11 and 12)
5. **Watch: Joe Kowan: How I beat Stage fright—Ted talk.**
https://www.youtube.com/watch?v=lq_BVyou38s

Joe Kowan brought forth a number of techniques for dealing with stage fright and stress.

Groups: Build off of Kowan's mantra for success, about what you can do to reduce your apprehension about public speaking.

6. Public speakers you know (**JOURNAL # 5** playback)
7. ePortfolio: **Journals** and **Page** creation
8. Unpack **SPEECH # 2** and rubric

SPEECH 2: *Teaching a Skill:*

We often have to teach others how to do something that we already know well. Basic examples include teaching a child how to tie their shoes, showing a colleague how to set up a computer program, teaching a friend the rules of a sport, or carefully guiding someone through the steps prepare your favorite meal (think way beyond boxed mac and cheese here ☺). In this speech, you will teach your classmates a skill that is BEYOND basic; one you have mastered. **This speech should be at least 4 minutes (no more than 7) and you will need at least one prop to demonstrate this skill. You will need to turn in detailed outline with this assignment.**

This will be a collaborative speech (consider replacing “speech” with the word “presentation” and it will be clear, perhaps, how things will play out as we go. Like all presentations, solo or duet, being prepared, rehearsing, and showing up ready to encounter the unexpected matter. I will be partnering you up by the end of today.

Too, remember, it's important to work off an outline; however, reading a speech is not the same as delivering to an audience. The more practice you have working *somewhat* extemporaneously off of a number of well-thought-out ideas, the better you will become at presenting yourself clearly and effectively to the world.

Important Details for Speech 2:

I'm going to need a pitch from your team which I will either approve or work with you to shape. Cooking ideas are interesting, but there are obvious challenges. Since the goal is for us

to actually be able to do the thing your teaching, props are essential and the less conceptual it is (e.g. *Imagine you have a car above you and you're changing the oil beneath it...*) the better.

Questions? Let's chat.

KEY DATES FOR SPEECH 2:

(WEEK 3) Wednesday, SEPT. 10:

(WEEK 4) Wednesday, SEPT. 17: "Sketchy" version of Speech 2 in class—aim for 2 min or so.

(WEEK 5) Wednesday, SEPT. 24: Live Dry Run with recording—aim for 3-4 min.

(WEEK 6) Wednesday, OCT. 1: SPEECH 2 delivery

TODAY'S WORK FOR SPEECH 2—THIS IS HOW YOU EARN CREDIT:

- Brainstorming/drafting
- Practice time with lightning round
- In-class conferences

Assignment:

1. Read chapter 13

2. **JOURNAL# 6:** What are the big takeaways from chapter 13? In a full journal entry, help explain the significance of what you found important and what you connected with in the chapter. (150-200 words).

3. Continue developing speech 2—be ready for the SKETCHY version next class.

4. **JOURNAL# 7: Reflection, Speech 2 Project:** *What have you been working on this past week? How have you been communicating with your partner(s)? What challenges have you encountered and what have you personally done to overcome them? Lastly, what successes have you encountered along the way?*

Post the journal on time for credit as a journal AND for this project.