

INTRO TO PUBLIC SPEAKING (As taught by experts!)

Complete the guided notes about each of the four videos.

Julian Treasure: “[How to speak so that people want to listen](#)” (10 minutes)

Video Objective: I can list ways to make the content and delivery of my speaking more effective.

1. What are some of the main points he makes about the **CONTENT** of when we speak?

Avoid:	Do:
1. Gossip 2. _____ 3. Negativity 4. _____ 5. Excuses 6. Lying & Exaggeration 7. Dogmatism (the confusion of facts and _____)	1. Honesty 2. Authenticity 3. Integrity 4. _____

2. The Speaker's Toolbox:

- a. Register : We vote for politicians with _____ voices
- b. Timbre: Research says we want voices that are “rich, smooth, _____”
- c. Prosody: Avoid being monotonous, overly repetitive, or incorrect questioning tone
- d. Pace
 - i. Speed – varying for emphasis
 - ii. Silence – dramatic pausing
 - iii. “Don’t need to fill it with ‘ums’ and ‘ahs’
- e. Pitch
- f. Volume

3. Warm up your voice before speaking

- a. Arms up & sigh down
- b. Lip warmup: “Ba” and buzz
- c. Tongue: exaggerated “La” and rolling an R
- d. “The Siren”: We to Aw

4. “What would the world be like if we were speaking _____ to people who were _____ consciously in environments that were actually fit for purpose?”

BIG IDEA: What can you do with your voice to be a better formal AND informal speaker?

Amy Cuddy: "Your body language shapes who you are" (21 minutes)

Video Objective: I can describe how non-verbals can impact my short and long term behavior.

1. Nonverbal expressions of power and dominance:
 - a. Animal kingdom: expanding and taking up _____ (opening up), either chronically or in the moment.
2. When Feeling Powerless:
 - a. We "close up", wrap ourselves up, make ourselves _____; we don't want to bump into the person next to us.
3. We tend to complement the other's nonverbals
 - a. We do the opposite; if someone is powerful with us, we become small.
4. Students express confidence in class
 - a. What does she say about the relationship between body language and gender?
 - b. What impact does this science have on students in the classroom, including participation grades?
5. "Fake it 'till you make it"
 - a. "Do our bodies change our minds?"
 - b. Powerful people:
 - i. More assertive, confident, optimistic
 - ii. Think more _____ & take more _____
 - iii. Testosterone: _____ (they are confident)
 - iv. Cortisol: _____ (they can manage stress well)
 - c. Experiment:
 - i. High power poses for 2 minutes
 - ii. Risk tolerance: 86% more willing to gamble
 - iii. High power = 20% increase in testosterone, 25% decrease in cortisol
 - d. "Our nonverbals govern how we think and feel about _____."
6. Meaningful life changes & applications:
 - a. Evaluative, social threat situations
 - b. Public speaking and selling
 - c. Job interviews
 - d. What is her advice about what to do in the moments before a job interview?