ELA Name: _____

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?

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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?

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