

WE TALK SURVIVAL GUIDE 2015

Name: _____

"Students of public speaking continually ask, "How can I overcome self-consciousness and the fear that paralyzes me before an audience?"

Did you ever notice in looking from a train window that some horses feed near the track and never even pause to look up at the thundering cars, while just ahead at the next railroad crossing a farmer's wife will be nervously trying to quiet her scared horse as the train goes by?

How would you cure a horse that is afraid of cars—graze him in a back-woods lot where he would never see steam engines or automobiles, or drive or pasture him where he would frequently see the machines?

Apply horse sense to ridding yourself of self-consciousness and fear: face an audience as frequently as you can, and you will soon stop shying. You can never attain freedom from stage fright by reading a treatise. A book may give you excellent suggestions on how best to conduct yourself in the water, but sooner or later you must get wet.

To plunge is the only way."

— Dale Carnegie

WE Talk Survival Guide '15!

Here is your comprehensive WE Talk Survival Guide! This includes the calendar, activities, terms, and guidelines for your WE Talk. Use it well!

Activities: (arranged in chronological order)

Hot Seat I (in-class)

For this activity we will be picking subjects out of a box that you will have to talk about for one minute. You will receive no help from the audience and you must talk continuously about the subject for the entire time, even if you have no idea what it is! This will get you used to being the center of attention and having a quiet audience listening to your every word!

Tongue Twister Day (homework)

For this activity you will need to come prepared to recite a tongue twister. Your tongue twister should be one that helps you practice your pronunciation. This activity is all about pace and practicing saying words clearly for your audience. Sometimes a great line can be wasted if it isn't said with the right pace or enough clarity.

Best/Worst Excuse in the World (homework)

You will need to choose a scenario where an excuse might come in handy, like forgetting your homework, late to school, etc. You will come in to class prepared to give the world's best or worst excuse. This does not need to be written out, but you must be prepared to share it with the class. Your audience will assume the role of whomever you are trying to convince. When you are done we will decide whether to let you get away with it or not. You will have to be convincing to get by, a useful tool if you want your audience to be interested in your message.

Commercial for a Product That Doesn't Exist (homework)

You will be creating a commercial for a product that does not exist, but you would like it to. Then you will attempt to "sell" this product to your classmates. You will need to create some kind of visual to go along with this project. The visual could be an advertisement for the product, a 3-D model of the product, etc. Use your imagination! Creativity, imagination, and enthusiasm are all keys to keeping your audience interested.

With Feeling! (In-class)

This activity is designed to help you see how adding emotion and expression to your speech will help make it more exciting and interesting for your audience. You could have the most interesting speech in the world, but without expression you'll put your audience to sleep!

Speed Limit (in-class)

This activity is designed to help you learn about using an appropriate pace for your speech. Almost everyone thinks they are speaking slow enough, but often that is not the case! You'll start reading your speech to the class and then we'll let you know if you're going too fast or too slow by using our "Thumb-ometers." Most speakers come out of this activity realizing that they need to speak a lot slower than they anticipated, but it's important to control pace so that your audience has time to understand your information.

Poetry Recitation (homework)

For this activity you'll need to either find or write a poem that somehow relates to your topic. It can be on the same subject or that the message of the poem connects to the ideas behind your topic. You'll need to practice your poem and prepare to present it to the class. Our goal is to read the words with meaning and feeling so that the message behind them comes through in how you read.

THE SPEECH

Here are the steps you will be taking to complete your speech. They are in the order that they should be completed. The due dates are marked below and appear on the calendar.

Topics Chosen by: Thursday, November 19th

After you have completed your preliminary research you will be choosing your topic. You must choose your topic based on the following guidelines:

___the topic is one that you feel interested in and want to know more about

___the topic is one you are comfortable discussing with a wider audience

___you've found several, quality resources for information about this topic

Outline of your Speech DUE Monday, November 23rd

Before you begin your first draft you are required to turn in a map or outline of your speech. The success of your speech depends on the organization you develop. That is why this step is so important.

The outline will help you to narrow down your focus, organize your information, and map out the flow of your ideas.

First Draft of Speech DUE Thursday, December 5th

The first draft of your speech should reflect the work you did for your outline, but now in a completed format. We will begin looking at your speech through the eyes of the 6 Traits of Writing. For the first draft we will be focused on the writing; the presentation comes later.

****Revision Group:** At this point you will begin working with a revision group much like the one you had for your defining moments. The group will meet during the revision process to give you feedback and to follow-up on the changes you've been making as you go through the writing process.

Adult Advisor- several people in the building get involved when we do WE Talk and they have a lot of knowledge and expertise to offer. During the weeks of November 16th through the week of December 2nd you will schedule a meeting with your advisor. All of you will also be receiving written and verbal feedback from Mr. Whitney.

Second Draft of Speech DUE Wednesday, December 9th

The second draft of your speech should reflect your own revisions and the revisions you have made from your Revision Group's suggestions. You will be showing this draft to your Adult Advisor for feedback and suggestions as well as turning it in to Mr. Whitney for feedback before you write your final draft.

Final Draft DUE Thursday, December 17th

The final draft will reflect a lot of hard work. It should be the best speech you feel you are capable of writing. It should meet all the criteria outlined in the Informational Text 6 Traits rubric and should reflect the collaborative input from yourself, your advisor, your practice partner, and anyone else you have sought advice from. Now that this is done, it's time to practice!

PRACTICE! (DUE ALL THE TIME!)

PRACTICE! PRACTICE! PRACTICE! PRACTICE! PRACTICE!

Practice with family, by yourself, to your pets, relatives, neighbors, etc. When you are sure you've practiced enough, practice some more! We will be sure to remind you to practice between when your final drafts are due and when presentations begin.

Practice Partner- At this stage of WE Talk you'll select a partner in your group to help you practice for your presentation. They will listen to your speech, you'll listen to theirs, and you'll both give each other feedback. You'll have an expert in the class to help you to gain confidence and fine tune your presentation.

Final Presentations

The week of January

When we come back from break you'll get a new calendar with all the elements of our media literacy unit as well as how we'll go about getting ready for your final presentations. We will determine the final presentation schedule the week of January 19th so that you have at least a few nights and the weekend before you are asked to present. We will do our best to set a schedule for each day, however sometimes people come down with "We Talk-itisitis" and miss their presentation day so you will always need to be prepared to present. If someone is absent we'll just go to the next name on the list, so be prepared!

We Talk Glossary of Terms:

Adult Advisor:

someone who has volunteered their time to help you revise, edit, and improve your We Talk. It could be a former teacher or even someone you haven't worked with before, but they all have agreed to lend you their time and energy to help you improve your speech.

Giggles, The:

an affliction that rarely effects presenters. The only known cure is, **PRACTICE!**

Glossophobia:

1. the fear of public speaking,
2. a fear that 40% of adults in the US have,
3. the thing we will conquer during this unit.

We Talk:

a 3-5 minute informational or persuasive speech.

We Talk-itisitis:

rare disease that causes presenters to become ill and miss school the day that they are supposed to present their We Talk.

Parents:

an invaluable resource for help and encouragement on your We Talk. They'll also be the one's clapping the loudest when you're done!

Practice:

why are you reading this when you could be practicing your We Talk?

Practice Partner:

A classmate who has agreed to help you practice your final draft for the presentation. They will have heard your speech so much they could probably give it themselves!

Revision Group:

A group of supportive classmates who will help you to revise by asking questions and sharing their reactions to your speech at different stages. They will be a group that will know your speech inside and out and can help you to say what it is you want to say.

7TH GRADE WE TALK 2014

Sat/Sun 11/14-11/15	Monday 11/16	Tuesday 11/17	Wednesday 11/18	Thursday 11/19	Friday 11/20
	Research	Research	Outlines Workshop	Topics Selected by the End of Class Today Leads Workshop	Peer Conference on Leads
Sat/Sun 11/21-11/22	Monday 11/23	Tuesday 11/24	Wednesday 11/25	Thursday 11/26	Friday 11/27
	Outlines DUE Peer Conferencing on Conclusions	REPORT CARDS Hot Seat	NO SCHOOL	NO SCHOOL	NO SCHOOL

Sat/Sun 11/28-11/29	Monday 11/30	Tuesday 12/1	Wednesday 12/2	Thursday 12/3	Friday 12/4
First Conference with Adult Advisor this week →	Letters to Adult Advisors to set up a conference Persuasive Writing & Constructing an Argument	Conclusion Workshop	Peer Revision for Conclusions	First Draft DUE Peer Revision	Tongue Twister Day

Sat/Sun 12-/5-12/6	Second Conference with Adult Advisor this week (or at least before your final draft is due) →	Monday 12/7	Tuesday 12/8	Wednesday 12/9	Thursday 12/10	Friday 12/11
	Best/Worst Excuse in the World	Commercial for a product that doesn't exist	SECOND DRAFTS DUE Peer Revision Conferences	With Feeling!	Second Draft Conferences Preparing for Poetry	
Sat/Sun 12/12-12/13	Monday 12/14	Tuesday 12/15	Wednesday 12/16	Thursday 12/17	Friday 12/18	
	Elements of Delivering an Effective Speech Practice Partners Second Draft Conferences	SPEED LIMIT	Poetry Recitation Day	FINAL DRAFTS DUE (2 COPIES) Order Selection, Presentation Expectations Adult Advisor Thanks You Cards Revision Buddy Practice & Record Speech	Practicing Continued	
Sat/Sun 12/19-12/20	Monday 12/21	Tuesday 12/22	Wednesday 12/23	Thursday 12/24	Friday 12/25	
	We Talk Activity Smorgasbord	Early Release Day	No School	No School	No School	No School

Topic: _____

PRESENCE

1	2	3	4
<p>The speaker's posture was distracting and/or they did not stand up straight</p> <p>The speaker's handling of their papers made it difficult to focus on what they were saying</p> <p>Their body language, posture, gestures, etc. were distracting</p>	<p>The speaker moved around a lot or didn't keep their feet planted.</p> <p>The speaker's handling of their papers was distracting at times</p> <p>They seemed fidgety or uncomfortable at the podium</p>	<p>The speaker stood up straight and appeared calm and confident at the podium</p> <p>The speaker handled the papers so that they were not visible or distracting to the audience</p> <p>Any gestures they used helped to accentuate or add meaning to their speech</p>	<p>The speaker's presence at the podium commanded the attention of the audience because of their enthusiasm and energy.</p>

VOLUME, DICTION, AND PRONUNCIATION

1	2	3	4
<p>The speaker could not easily be heard by the whole audience</p> <p>Several words were mispronounced or indistinguishable</p>	<p>The volume was too low, too loud, inconsistent or monotone</p> <p>Some words were hard to understand and/or were mispronounced</p>	<p>The speaker spoke clearly and at an appropriate volume throughout the speech</p> <p>Each word was pronounced clearly and correctly</p>	<p>The speaker appropriately used volume and their speech patterns to add emphasis and keep the audience's attention</p>

EYE CONTACT

1	2	3	4
<p>The speaker did not make eye contact with the audience</p>	<p>The speaker's eye contact was inconsistent, felt forced, or was focused on a few members of the audience</p>	<p>The speaker made good eye contact with most of the audience</p> <p>The eye contact felt natural and comfortable</p>	<p>The speaker used eye contact to connect with each member of the audience</p> <p>The speaker made it feel like every member of the audience was important</p>

PACE & RHYTHM

1	2	3	4
<p>The speaker's pace was too slow/too fast</p> <p>There were several pauses that interrupted the speech's rhythm</p>	<p>The pace of the piece was inconsistent</p> <p>The speaker's pauses were too long OR the speech ran together with few pauses</p> <p>The speaker had a difficult time recovering from miscues</p>	<p>The speaker was in control of the pace of their speech, speeding up and slowing down appropriately while also allowing the audience to listen and understand pace throughout their speech</p> <p>If there were any miscues they recovered quickly and effectively</p>	<p>The speaker controlled and changed their pace to add meaning and expression as well as to give emphasis to specific points in their speech and get specific reactions from their audience</p>

EXPRESSION

1	2	3	4
<p>The speaker did not show interest in their speech</p>	<p>The speaker showed some emotion at specific parts of their speech, but not consistently</p>	<p>The speaker changed their tone and expression appropriate to the content of their speech and to keep the audience engaged</p>	<p>The speaker seemed passionate and interested in their topic and conveyed easily recognizable and appropriate emotions throughout their speech.</p>

ENHANCEMENTS

1	2	3	4
<p>Exaggerated emphasis upon graphics and special effects weakens the message and interferes with the communication of content and ideas</p>	<p>Graphic and multimedia elements accompany the content but there is little sign of mutual reinforcement. There is no attention paid to visual design criteria such as balance, proportion, harmony, and restraint. There is some tendency toward random use of graphic elements</p> <p>If no media there is an incomplete or ineffective reasoning for the decision</p>	<p>Design elements and content combine effectively to deliver a high impact message with the graphics and the words reinforcing each other.</p> <p>If no media or enhancements: There is an effective and detailed explanation for not including media or enhancements</p>	<p>The combination of multimedia elements with words and ideas takes communication and persuasion to a very high level, superior to what could be accomplish with either alone. The mixture brings about synergy and dramatic effects which reach the intended audience with pizzazz and elegance</p> <p>The present</p>