

Class 2

Professional Practitioner Training - Year 2

San José Center for Spiritual Living

Materials

Public Speaking support materials:

- Whiteboard
- Whiteboard Markers
- Brand new box of #2 pencils (unsharpened) or an assortment of bottle corks.

Handouts:

- PUBLIC SPEAKING
- SO MUCH TO SAY
- YOU MEAN THERE WILL BE PEOPLE HERE

Evocation

Student

Visioning

Led by facilitator

Say:

1. You have answered the Call to be here in this time and place. The expectations are high. Presuming there are no victims, and no one is being singled out, picked on, forced or coerced, ask yourself this question, "Why have I answered the Call for such a rigorous training program?"
2. Are there any old habits, patterns or beliefs you need to give up/surrender in order to embrace this practitioner training?
3. What must you become in order to embrace this program fully?
4. What gifts do I bring to this program?

Give them time to write after each question. When done share what came up for them, as well as their homework assignment for this week, on their dreams as a Practitioner.

Discussion

In the ensuing discussion facilitator makes the following points:

1. Each of you have wonderful dreams of changing the lives of those around you and doing good work in the world. My challenge to you is to start praying and visioning on how you will do that. How do you want to be of service? What does it look like? What will you DO?

2. Explain to them that without a plan to put their dream into action they may feel disenfranchised and unnoticed once they are licensed. Occasional pulpit duty and praying under the windows may not be enough for them to feel fulfilled.

We, as a Church, will not tell them what to do or give them a vision; it's not our job.

3. Charge them with finding their own vision. *The vision itself will create the space for it to happen.* The vision will fill them with excitement and serve them well. At the same time it will serve our Church and all those with whom they come in contact.

Suggestions:

- If you want people to know you show up at events, walk up to them and say hello, with a big 'ole grin on your face that says how happy you are with your life, and how delighted you are to meet them. It will help you get to know people AND it will help you feel like you're a part of the leadership of this Church.
- If you want to teach classes start dreaming about workshops you can give until you are able to get on the facilitator track. Then start planning them. You will each create one during the second term of Prac II. You don't have to wait for me to tell you to start.
- Maybe your vision is nothing we've ever seen before. Fantastic! We are on our way to becoming a mega church. We have room for possibilities we haven't dreamed about yet. *Say yes to what appears.* Your prayer partner can hold you in prayer about what you need to change in order for your vision to become manifest. *One thing is for sure, it will require that you change in some way.*
- This exercise serves to plant a seed of intention. Challenge them to continue visioning and praying. By the time they have entered Term 3 of Practitioner II Studies, there will be committed action taking place. My intention is that long before they are licensed, they will be living their dream, or actively working toward making it happen.

Blessing of the Animals

Created by Linda Miyahira, RScP

- Check in with each person around the class to see what they need and where they are in regard to the tasks they took on. If someone needs assistance, encourage this to be an opportunity for sharing the commitment of this activity. *I need help with....* and let someone step up to help.

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- ❑ If the discussion turns towards a brainstorming session remind the group that the event is two weeks away and that this is the time to have things set and finalized versus coming up with new things or additions. If the group wants to make changes, allow them to do so with the reminder of the timeliness of the event.
- ❑ Have everyone get pen & paper and write down a talk-through of the event, minute by minute, from the very get-go of when people come into the parking lot.
- ❑ Encourage this to be a finalized version of the event.
- ❑ Encourage everyone to practice their readings by reading their parts out loud many times throughout the week and use the 2nd half of class (Public Speaking) to enhance their contribution to this event. Have people who are leading a prayer write at least one out in advance to read at the run-through.

Break

Public Speaking

Created by Susan Overland, RScP

Pre-class Checklist:

- ❑ Whiteboard
- ❑ Whiteboard Markers
- ❑ Brand new box of #2 pencils (unsharpened) or an assortment of bottle corks.

Students Leave Class With:

- ❑ A basic understanding of effective Public Speaking
- ❑ Basic tools to overcome fear or stress, including ways to warm up the body and voice
- ❑ A preliminary outline on how to prepare and present an effective presentation

Welcome and Introduction of Topic

Lesson / Talk / Dialog

- ❑ Begin an open discussion on when the students think public speaking might come in handy: workshops, pulpit duty, teaching classes, etc. Ask the students what they think are some of the typical reasons that people fear public speaking. Write these on the white board as they are called out. There are six specific

reasons on the "PUBLIC SPEAKING" handout – if any of these are not touched upon, discuss them.

- Move on to the top five things you can do to alleviate some of the stress, from the "PUBLIC SPEAKING" handout.
- Now ask the students to recall a favorite speaker, this could be from any situation: a class, workshop, sermon, speech on TV, seminar, etc. As each student shares, ask them what they enjoyed most about this speaker? Was there something particular that they thought made them a good speaker? Record these observations.
- Cover the two handouts on Relaxation and Consonant Alphabet. If time permits, try several of them, but encourage everyone to try them at home this week.

Experiential

- Using the Tongue Twisters handout, demonstrate for the students just a few of the "mistakes" of public speaking: too soft, too rapid, mumbled, etc. Ask if they have others to contribute. Then, using a wine cork or pencil, demonstrate volume and enunciation by saying one of the tongue twisters with the cork or pencil held firmly between your teeth. (You can also ask for a volunteer to do this.) Depending on your class size, it's fun to give everyone their own cork and have them try it!
- Students will present their Intuition term paper in the form of a speech on Week 10.
- Presentations will be done from the pulpit using 3X5 note cards. The purpose is to practice the Public Speaking skills acquired in class and to become more comfortable speaking in front of others.

Assignments

1. See Class 2 Homework Assignments for Class 3
2. Public Speaking Homework:
 - a. Read all of the handouts:
 - PUBLIC SPEAKING
 - SO MUCH TO SAY

- YOU MEAN THERE WILL BE PEOPLE HERE
 - b. Try doing all of the tongue twisters with your cork or pencil.
 - c. Try one or all of the relaxation exercises.
3. For next week, prepare 1-2 minutes of anything you would like to talk about ... you can tell a joke, a favorite story, the worst date you've ever had, the birth of a child, the funniest thing that's ever happened to you, most embarrassing ... you can recite a poem or the lyrics to your favorite song or prayer. The only requirement is that it be short and that you have it memorized. We will use this to practice talking at the microphone. Have fun!
4. Journaling
Take some time this week to notice what comes up for you around the topic of "public speaking." Write a treatment based on any feelings that arise, whether fearful or joy-filled.

Benediction

Student