

Materials

- Blessing of the Animals support materials
- Public Speaking support materials : lectern and microphone

Evocation

Student

Visioning

No visioning or sharing tonight due to Blessing of the Animals run-through

Blessing of the Animals

By Linda Miyahira, RScP

Blessing of the Animals run-through:

- Email students to walk through garden before coming to class and/or during break
- Visualization (not visioning) What/how do you want the day to be?
 - Have students get pen & paper
 - Play soft music
 - Imagine day of event from when they drive into parking lot. Feel free to make notes during visualization. What do they see? How does it feel? What needs to be done? What needs to be in place?
 - "The event has started: Envision yourself leading the prayers, reciting the readings.... picture yourself speaking loudly and clearly, you see that everyone and everything in the garden can hear you and understands the message that you are trying to convey. How does this feel to you emotionally, spiritually, physically?" Give class 3-5 minutes to visualize and take notes. Let them know when they have one minute remaining. "Now visualize that the event is over. You see people and pets leaving. You see your classmates and recognize your accomplishments. How does it feel? Hold this feeling in your heart. Know that it is within you, within your Spirit, to know that this is your truth. Return to the present, to this room and this time and gently open your eyes."

Class 3

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- Have students bring coats, water, scripts, notepaper and writing instruments outside to the garden for a run-thru.
- Consider doing a brief vocal warm-up or have Susan lead something.

- Walk-thru the event as if it was happening: 1st time, they can ask questions and take notes; 2nd time run-thru and can ask questions to clarify - if the group gets into discussion about "let's do it this way" gently remind them that the event is Sunday and that it will be dark soon. 3rd time thru is "as it will be performed" no breaks, no questions.

Break

Public Speaking

By Susan Overland, RScP

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
- A basic understanding of microphone technique

Questions/Dialog

- Any questions from last week's lesson? Take some time to review "SO MUCH TO SAY ... SO LITTLE TIME! (Preparing your Presentation)" Remind the students that in Week #10, they will be giving a presentation on "Intuition."
- Remind the students that in a little while, they will be given an opportunity to speak at the microphone for two minutes. So in case they forgot their story, poem, joke, prayer or whatever their choice, they have time to think of something before it's their turn.
- Did anyone do/enjoy the Relaxation Exercise? Tongue Twisters? Consonant Alphabet?

- What about journaling? Would anyone like to share if anything came up for them this week around the topic of public speaking?
- Review the last handout, "YOU MEAN THERE WILL BE PEOPLE HERE?" Focus especially on non-verbal examples: Eye contact, posture, gestures, and movement. Remind the students of last week's sharing on the qualities or traits they admire in other speakers they have seen.

Microphones, lecterns, and applying what we've discussed

This portion of the class should begin with the instructor demonstrating basic microphone technique.

- Show the students how to raise and lower the microphone
- Demonstrate how a microphone on a stand, or a handheld, should be kept at a 45° angle, just below the mouth (basically in the cleft of the chin) and that every speaker needs to be relatively close (about one inch) away from the microphone.
- Explain to students that a microphone should not be held directly in front of the mouth, as you never know who in your audience may be hearing impaired with a need to read lips. If using a handheld, do not point it directly at any speakers or receivers that may be on stage with you, that's what often creates that horrible screeching sound, or high pitched hum you've probably heard at least once at an event you were attending.
- Lapel or lavalier microphones may be clipped to a lapel or a tie or a collar. The speaker should be careful that it's not in a position to rub against hair, jewelry, collars, jackets or other items that will create static or interference with the microphone.
- Remind the students that a microphone is not a substitute for good volume, diction and enunciation. Instructor should be prepared to demonstrate speaking off the microphone, using good volume and diaphragmatic breathing, as well as speaking into the microphone, using those same techniques, but perhaps slightly pulled back (of course, this will depend on your equipment.) Ask the students if they have ever been at an event or workshop or class when the microphone stopped working? It happens, and you always want to be able to continue without the use of a microphone, should a problem arise.

Experiential

Let the students know it's their turn. As for a volunteer to share their two-minute story or whatever they chose.

- Remind them about positioning the microphone before they begin.
- Remind them that everyone there is interested and wants to hear what they have to say. They cannot fail!
- SMILE! As the instructor, pay attention to the student who is speaking and smile at them. It helps to have your encouragement; remember for some people this will be a new, and sometimes difficult, challenge for them.
- When they are through, give them honest and gentle feedback. Look for the real positives and give lots of love and praise.
 - Voice ...
 - How was their projection and breathing?
 - Could you hear them?
 - How about posture and body language?
 - Did they make eye contact?
 - Did they seem confident and planted, or did they shuffle around a lot?
 - Smile?
 - Erect?
 - Did any of the students move closer while they were talking?
 - Or use any other technique to make you feel engaged, interested?
- Encourage a couple of comments from their fellow students.

Closing

- Thank everyone and congratulate them for their participation. Acknowledge that public speaking is not everyone's gift, but reinforce how often we are called upon to speak in front of people in various situations.
- Encourage the students to look for other opportunities to speak publicly. Refer back to the PUBLIC SPEAKING handout from last week.
 - Phone into a radio show to express your opinion

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- Volunteer to read to seniors, children. Perhaps your local library has a program.
- Consider taking an acting, voice or public speaking class, or joining an organization such as Toastmasters®.

Assignments

1. See Class 3 Homework Assignments for Class 4

Benediction

Student