

TALK THE TALK FOLLOW UP LESSON 2

0.00 – 0.03 Revision of Structure within a speech or presentation

Show the TTT Video from 0.00 to 0.46 then PAUSE

Ask the following question of the group –

1. What does each letter of 'PEEEP' stand for?

P POSITION
E EXPLAIN
E EXAMPLE
E EXPAND
P POINT

0.13 – 0.23 Revision of Structure within a speech or presentation continued

Once the titles within PEEEP have been established – show the TTT Video from 0.46 – 1.12 then PAUSE

Ask the following question of the group –

1. What do these titles mean / refer to?

POSITION Tell your audience what you think.

EXPLAIN Explain why you think this.

EXAMPLE Give an example – perhaps a personal story or experience that supports what you think (POSITION) and why you think it (EXPLAIN).

EXPAND An additional reason that supports what you think, or possibly a counter-argument – providing you explain why the counter-argument is less persuasive than your own argument.

POINT Conclude your presentation by reiterating your original position – For example 'And that is why I genuinely believe...'

Conclude this section by playing the video from 1.12 to 1.28 then PAUSE to clarify / discuss understanding of the PEEEP structure.

Play the video again from 1.28 – 7.55 to show an example of a speech about 'nothing' being structured by a comic speaker. Students are encouraged to make notes on what they think the speaker does well in Visual, Vocal or Verbal communication terms. **Pause** at 7.55 should you wish to discuss any of the Visual, Vocal or Verbal elements which the students have spotted.

0.23– 0.33 Revision of Key Messages

Show the TTT Video from 7.55 – 8.25 then PAUSE

Split the class into working groups, and allow them up to five minutes to brainstorm ideas of 'What might your key message be if you had to talk about food?' or 'What do you have to say about food?'

After this discussion time, ask each group in turn to contribute what their 'key messages' would be should they have to deliver a presentation or speech about food.

At a suitable point – either to generate discussion – or following the group presentation – show the TTT Video from 8.25 – 8.50 then **PAUSE** - which lists the following potential 'key messages' for open discussion –

Health Eating	We need to look at what we eat.
Eating Disorders	There needs to be a greater understanding around eating disorders.
World Food Shortages	There IS enough food for everyone.
Obesity	Be careful what you eat!

Following this discussion, play the video from 8.50 – 10.00 to show an example of a key message in action.

0.33 – 0.47 Revision of Storytelling

Show the TTT Video from 10.00 – 10.20 then **PAUSE**

Ask the following question of the group –

1. Why do we use personal stories and experiences as part of a speech or presentation?

Lead the group discussion – and when necessary, to generate discussion or affirm their responses, show the TTT Video from 10.20 – 10.42 then PAUSE to display the following reasons behind stories and experience being incorporated into speeches –

- **To Keep It Simple (KIS)**
- **To be yourself**
- **To show your personal passion and enthusiasm**
- **Audience love to hear about you**
- **A story/experience is already in your head – there is no need to write anything down**

Conclude this section of the lesson by showing the TTT Video from 10.42 – 14.53 which demonstrates using personal stories / experiences – and also a republican politician getting excessively passionate about a presentation and making some mistakes!

0.47 – 0.53 Revision - Nerves

Show the TTT Video from 14.53 – 15.10 then PAUSE

Ask the following two questions of the group –

1. Why do YOU get nervous?
2. What is the worst thing that could happen when delivering a speech or presentation?

At the appropriate point in the discussion, show the TTT Video from 15.10 – 15.35 to display the following reasons for further discussion about nerves and ways to combat nerves –

- **Look silly?**
- **Make a mistake?**
- **Forget your words?**
- **Miss something out?**
- **EVERYONE gets nervous!**
- **We fear people judging us...**

- **Prepare and Practice – The more you do it – the easier it gets.**
- **Deep Breaths – It will calm you down.**
- **Smile – it will relax you and your audience.**
- **Positive Mental Attitude – Say ‘I can!’ rather than ‘I can’t!’**

Show the TTT Video from 15.35 – 16.03 – showing Barack Obama making mistakes in a speech then **PAUSE** should you wish to discuss this further – or allow the video to continue for the following section of the lesson.

0.53 – 1.00 Revision – Types of Speech

Show the TTT Video from 16.03 – 16.21 then PAUSE

Clarify that the group understand the difference between a PERSUASIVE speech and an INSPIRATIONAL / MOTIVATIONAL speech

PERSUASIVE – The goal is to get the audience to accept your point of view.
INSPIRATIONAL / MOTIVATIONAL – The goal is to motive and inspire your audience.

Show the TTT Video from 16.21 – 20.20 (Conclusion)

Conclude the class with any discussion that arise from the final video – or any final questions about the class.

If time permits, and you wish to provide an opportunity for class members to speak in front of the class, refer back to **PERSONAL STORIES** and ask students to share a personal story about a particularly important day / event of their lives in front of the group.

TTTFUL2