

Session 3

Words, Voice, Body, and Knowing the Audience

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Prior to Session 3

- Ensure that the following equipment/supplies are available and in working condition:
 - Lavalier (wireless lapel microphone), boom, and podium microphones with amplifiers.
 - Sufficient number of handouts ready for distribution (*During the Presentation, Presentation Warm-up Exercises*)
- Ensure that a volunteer or staff person is available to adjust the microphone for each participant.

Learning Objectives

- *Participants will work with their stories until each has a usable draft that considers the audience.*
- *Participants will learn ways to warm up and relax their bodies and voices.*
- *Participants will begin to consider ways of using their bodies to convey the meaning of their stories.*
- *Participants will be introduced to various microphones.*

Session 3 Schedule

- **Warm-Up Activity** (10 minutes)
- **Pick the Story to Use for the Showcase** (20 minutes)
- **Relaxation and Breathing Exercises** (10 minutes)
- **Vocal Warm-Ups** (5 minutes)
- **Demonstration of Proper Breathing and Posture** (5 minutes)
- **Break** (15 minutes)
- **Read to Your Peers: *Selected Story for Showcase*** (45-60 minutes)
- **Lesson Review** (15 minutes)
- **PARTICIPANT Homework** (5 minutes)

Session 3

Workshop Activities

Warm-Up Activity*(10 minutes)*

Invite the participants to form a circle and sit or stand, as they are able. The first participant will do a simple movement. The second participant will repeat the first movement and then add his/her own movement. Repeat until everyone in the circle has contributed a movement. **This activity helps group members to focus on each other, imitate movements, and remember each other's movements. These shared-focus skills will be integral to later collaborative work.**

Pick the Story to Use for the Showcase*(10 minutes)*

Invite the participants to form small groups of three and choose a facilitator for their group. Instruct them to select the piece of writing they want to further develop for the showcase.

Break*(15 minutes)***Relaxation and Breathing Exercises***(10 minutes)*

Demonstrate exercises like the following to practice in class and at home. (As with every activity, encourage participants to complete these exercises to the best of their abilities.)

- Shoulder rolls
- Belly breathing
- Sing in a high tone and glide lower/repeat from low to high
- Using a low pitch, say "Ho, ho, ho" like Santa Claus
- Breathe in for a count of 5 seconds and out for 5 seconds. Repeat.

Vocal Warm-Ups*(5 minutes)*

Participants will deliver one phrase from their story, in several different voices, including:

- loud/quiet
- breathy/raspy
- slow/fast.

These vocal warm-ups will help the participants to loosen their vocal cords and relax before delivering their stories.

Demonstration of Proper Breathing and Posture*(5 minutes)*

- ❖ Explain to the participants how **deep breathing helps to relieve nervous energy, develop a strong voice, and focus attention;**
- ❖ How all systems in their bodies benefit from more oxygen
- ❖ Demonstrate the ideal posture for speaking, which includes standing up straight with their feet slightly apart, head up and facing outward, making eye contact, and keeping their shoulders relaxed.
- ❖ Encourage participants to follow your lead in utilizing proper breathing and posture, to the best of their ability, depending on their body's capabilities.
- ❖ Distribute *Presentation Warm-Up Exercises* handout

Read to Your Peers: *Selected Story for Showcase**(30-45 minutes)*

Participants will use one of the three microphones available. Reading through their stories, they will concentrate on eye contact, vocal clarity and speed. Their peers will provide supportive feedback on their delivery, using the *OMOD Peer Performance Questions* worksheet.

Three different microphones will be made available for classroom use:

1. lavalier (wireless lapel microphone)
2. boom
3. podium microphone

The class emphasis will be on general use and practice as well as simply growing comfortable using a microphone.

It is important for the facilitator to recognize which microphone setup will work best for each participant. Experiment with each person, allowing the full range of options, and decide together which works best. People who use augmentative communication devices may amplify the device with a boom mic or by plugging the devices directly into a public address (PA) system or separate set of speakers.

Determine the best possible placement of any written materials that the participants will need to successfully present their stories. For those using a boom or lavalier microphone, a music stand might be helpful. Some people who use wheelchairs may prefer to hold their material in their laps.

It is strongly advised that a single volunteer or staff person be available at all times to adjust the microphone(s) for each participant. An awkward height or angle can greatly hamper successful microphone use.

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Lesson Review*(15 minutes)*

Distribute Session 3 *During the Presentation* handout and discuss its contents, including:

- When speaking in public, remember to breathe deeply and sit or stand upright and relaxed.
- Facing the audience with your head up and making eye contact helps to engage your audience.
- The more people listening, the slower you should talk.
- Treat your words as if each is a piece of gold.
- Pace yourself and remember to pause at important points for emphasis.

Participant Homework:*(5 minutes)*

- Each participant must meet with the facilitator and continue revising their story.
- **Before participants leave class**, make arrangements to work with each of them during the coming week, either in person, by phone, via computer, or whatever works best.
- Try to set meeting times with everyone before dismissing class.

Session 3 Facilitator Homework: Individual attention

This is the week when the facilitator needs to:

- ❖ Review what everyone has written up to this point.
- ❖ Ask for further developments, or additional information, or an edit to make the piece longer or shorter, etc.
- ❖ *The goal is to make sure that each participant has sufficient writing to advance to the tasks of Session 4, which include identifying which piece they want to use and beginning to think about presentation.*

Session 3

Detailed Activity Instructions

Session 3: How to Conduct the **Warm-Up Activity**

Here are the basic instructions for this activity:

1. Make sure every person, including all participants, volunteers and staff, is either seated or standing in a circle and facing each other.
2. Introduce this warm-up activity as a simple imitation activity. You go first. Decide on a movement, show it to the group, they reflect it back to you by imitating.
3. Everyone in the group has a chance to show/teach a movement to the others in the class, following the order in which they are seated.
4. Once everyone has participated, ask the group if anyone has other stretches or exercises they like to do when warming up for a presentation. Try them out with the group.

As the facilitator of this activity:

- **You will begin the movement-sharing process.**
 - Here are a few examples that may work with an OMOD group:
 - Give a “thumbs up” or Tap your foot
 - Make a fist and hold your arm up in the air
- **Once you share your gesture with the group, ask everyone in the group to repeat the gesture with you.**
 - If any participants are physically unable to replicate a gesture, it's not a problem. Encourage everyone to participate to the best of their ability. Accept any movement each person can offer.
- **Now ask the participant next to you to create their own gesture and encourage everyone in the group to repeat this new gesture.**
- Have everyone else in the circle complete the same process of creating their own gestures and repeating them in unison with the rest of the class.
- Once everyone else has contributed a simple gesture or movement, move onto the next activity.

NOTE: This activity helps group members to focus on each other, imitate movements, and remember each other's movements. These shared-focus skills will be integral to later collaborative work.

Session 3: Selecting the Story to Use for the Showcase

Here are the basic instructions for this activity:

1. Ask the participants to form groups of three and assign one volunteer or staff person for each group to facilitate this activity.
 - a. *Note:* By the third session, you may have a good idea of which participant(s) and assistant(s) work well with each other. In this case, you can determine potential groupings ahead of time and suggest them. This would also help to streamline the activity.
2. Make sure each participant has a copy of everything they have written so far in the workshop. By the start of the third session, this should include:
 - a. Session 1 Writing Exercise 1: *Free-Writing*
 - b. Session 1 Homework Assignment: Listen to Your World
 - c. Session 2 Writing Exercise 1: *First Impressions*
 - d. Session 2 Homework Assignment: Photographic Stories: Learning to *Describe*
3. Include any additional autobiographical writing they may have done independently or outside of class since the start of the workshop.
4. Tell the participants they will have 20 minutes to select the piece of writing they want to further develop for the showcase.
 - a. Emphasize this doesn't mean that only one of their stories is good enough to be in a showcase; it just means there is only enough time in the workshop to prepare one story for a public presentation in only three weeks. If anyone is unhappy about this, let them know they can always pursue one of their other stories independently, in a different writing course, or in a future OMOD class.
5. Once each of the small groups has rejoined the big class group, ask each participant to briefly (in a sentence or two) share what story they selected and why.

As the facilitator of this activity:

(Print this information and give to small group facilitators for clarification, as needed.)

➤ **Instructions for small group facilitators on how to guide the participants through this activity:**

- a. Have the first participant read each of their stories aloud to the group, or provide a brief summary of each piece of writing if the stories are long. Since most participants will have already heard all the stories read in class, a brief summary should suffice. "Brief summary" means a general idea of what the story is about.

For example:

- "My story is about my best friend and some of the crazy adventures we had."
- "My story is about a photo I took during a vacation with my dad and how that trip brought us closer together."
- "My story is about the weird sounds my neighbors make and why that reminds me of my childhood."

- b. Ask which story they like best and why.

- c. *Ask yourself:* is that your favorite story, too? Why or why not? What story do the other participants in the group like best? Here are some additional questions to consider when choosing a story:

- **Is the story exciting?** Do you want to know what happens next? Or do you lose interest after a paragraph? Does it make you laugh? Is it moving?
- **Is the story about the participant?** OMOD is for self-advocates to represent themselves and tell the audience who they are, so their experiences must be prominently featured in their story. For example, if the story is about a friend, family member, or girlfriend, they must include information about what that other person means to them, what they like or dislike about that person, why they're talking about that person, and what their relationship with that person is like. If the participant's story is a lengthy description about someone else or a pet, or a list of information about an activity they like to do, it will probably not make for a good showcase story unless they're willing to include more about themselves in it.
- **Is the story relatable?** Will it connect with an audience?

- **Does the story connect with another story the participant has written?**
Can it be combined with another story? For example, if the participant has several short pieces, and each is about a thing or a person they like and why, maybe they can string the different pieces together and present a story about what they like.
- d. Encourage the other participants to engage in the discussion. If they are uncertain about what to say, prompt them with some of the above questions.
- e. Once you have reached a consensus on which story the first participant would like to do, repeat the same process above with the other participants in your group. Keep an eye on time and rejoin the rest of the class after the 20 minutes is up.

NOTE: At the close of Session 3, you may have one or two participants who are still unsure about what story they would like to present. You might have someone with only one or two writings to choose from and they don't like either of them. Let those participants know that you will meet with them during the coming week to develop one of their stories, or create a new piece. Our OMOD commitment to writers is that everyone will have a story they are excited to share during the Showcase.

Session 3: How to Conduct **Relaxation and Breathing Exercises**

Here are the basic instructions for this activity:

1. Ask everyone, including participants, volunteers, and staff members, to stand, as they are able, in a circle facing each other.
2. Emphasize that each participant is only asked to complete the exercises to the best of their abilities. The idea here is to introduce the participants to movements they can use to energize or relax themselves before a presentation. This is in no way a competition.
3. Feel free to modify these exercises and/or add or eliminate exercises based on your specific group's strengths and limitations and how much time you may have allotted for this activity. Now that you have a better understanding of your group's abilities, you can probably eliminate some activities that feel inappropriate for your group.
4. **Lead the class in the following stretching, breathing, and relaxation exercises.**
 - a. Reach your arms as high as you possibly can.
 - b. Reach your arms down as low to the floor as possible.
 - c. Roll your head down in front of you and all the way around. Roll your head the other direction. Lean your head back as far as you can.
 - d. Try shoulder rolls. Lift your shoulders up and roll them forward. Now roll them backward.
 - e. Belly breathing. Hold your hands over your bellies and push your bellies out as you breathe in and out.
 - f. Take several deep breaths. Breathe in for at least five seconds, and then breathe out for at least five seconds.
 - g. Sing in a high tone and glide lower. Sing in a low tone and glide higher.
 - h. Say "Ho, ho, ho" like Santa Claus using the lowest, deepest voice possible.
 - i. Sing each vowel (A, E, I, O, U) loudly as a group and hold each note for as long as you possibly can.

As the facilitator of this activity:

- Ask the group if anyone has other stretches or exercises they like to do when warming up for a presentation.
- Try them out with the group.

Session 3: How to Conduct **Vocal Warm-Ups**

Here are the basic instructions for this activity:

1. Ask the group to form a circle facing each other.
2. Ask the group if there is one participant who would be willing to offer one phrase or sentence from their story for the group to try delivering in several different voices. Ask them to pick something interesting or fun. *Examples of good phrases from OMOD stories include:*
 - a. A participant has a story in which he talks about going back to work after holiday. He exclaims, "Back to the grind!"
 - b. Another participant has a story about things he does and does not like. His first line is, "I like to dance!"
3. Once you have a sentence or phrase picked out, ask everyone in the circle to say it out loud together. Repeat it until the group can say the phrase in unison. (focus on diction and timing)
4. Now ask everyone to repeat the phrase in this variety of voices:
 - a. Loud (shouting)
 - b. Quiet (whispering)
 - c. Breathy (like Marilyn Monroe)
 - d. Raspy (like Tom Waits)
 - e. Slow
 - f. Fast
 - g. Angry
 - h. Excited
 - i. Withdrawn
5. Your group may also benefit from trying a few "tongue twisters." Offer one of the examples below
 - a. "Peter Piper picked a peck of pickled peppers."
 - b. "She sells seashells by the seashore."
 - c. Ask if any participants know a tongue twister that the group can use

As the facilitator of this activity:

- Ask the participants if there are any other vocal warm-ups they have found helpful in the past. Use these if you can.
- Keep this activity light hearted and inclusive.

Session 3: Read to Your Peers: Showcase Story

Here are the basic instructions for this activity:

1. Make sure the classroom is arranged so that all students and staff are oriented or facing a "stage" area with microphones.
2. **If possible, make the following three types of microphones available for the participants to try out:**
 - a. Lavalier "lav" (wireless lapel microphone)
 - b. Boom microphone (ball microphone on a standard microphone stand with boom attached)
 - c. Podium microphone (ball microphone attached to a podium)
 - d. **Note:** You can incorporate other types of microphones as well. The primary goal in this activity is for the participants to try a few different microphones and develop some familiarity, or basic understanding, of some different microphones they might encounter when doing public speaking in a variety of venues. Here are some other microphones you might try, if they are available:
 - Handheld ball microphone
 - Tabletop microphone
 - Headset microphone
3. Ask participants to take out their *OMOD Peer Performance Questions* handouts. Bring extra copies to distribute in case anyone misplaced theirs. Read over the worksheet again for review.
4. Invite the participants to come up and read the first few lines of their stories using the different microphones. Ask them to read just one line at each microphone. If no one volunteers to present first, simply call one person at a time to come up and present.
5. After each participant delivers a few lines using the microphones microphone, offer feedback utilizing the *OMOD Peer Performance Questions*. Encourage the other participants and assistants to do the same.
6. You have 30-45 minutes for this activity. If you begin to run out of time, prioritize giving everyone a chance to work with the microphones. You may need to limit feedback from peers so that everyone has practice with the equipment.

As the facilitator of this activity:

- **It is important for the facilitator to recognize which microphone setup will work best for each participant.** Experiment with each person, allowing the full range of options, and *decide together* which works best. People who use augmentative communication devices may amplify the device with a boom mic or by plugging the devices directly into a public address (PA) system or separate set of speakers.
- **Determine the best possible placement of any written materials that the participants will need to successfully present their stories.** For those using a boom or lavalier microphone, a music stand might be helpful. Some people who use wheelchairs may prefer to hold their material in their laps.
- **It is strongly advised that a single volunteer or staff person be available at all times to adjust the microphone(s) for each participant.** An awkward height or angle can greatly hamper successful microphone use.

NOTE: This activity has two important elements: they read from the stories they will present in the Showcase and each person gets the opportunity to work with microphones. Both activities are designed to help OMOD participants begin to imagine the performance aspect of sharing their stories and become accustomed to audio equipment.

Session 3

Handouts

Session 3 Handout

Presentation Warm-Up Exercises

Before you begin your presentation, it is important to relax and warm up your voice and body. Even seasoned speakers experience stage fright. Warm-up exercises serve the double purpose of calming your nerves and preparing your body and your voice for the best possible delivery of your story. Any or all of these exercises may be helpful. Try them and see which ones are most useful to you.

Body Warm-Ups

- **A good way to relax and loosen up your body is to stretch! Here are a few simple stretches you can try:**
 - Reach your arms as high as you possibly can.
 - Reach your arms down as low to the floor as possible.
 - Roll your head down in front of you and all the way around. Roll your head the other direction. Lean your head back as far as you can.
 - Do shoulder rolls. Lift your shoulders up and roll them forward. Then roll them backward.
- **Breathing exercises can also be useful for relaxing and coping with stage fright. Two common breathing exercises include:**
 - Belly breathing. Hold your hands over your bellies and push your bellies out as you breathe in and out.
 - Deep breathing. Take several deep breaths. Breathe in for at least five seconds, and then breathe out for at least five seconds.

Vocal Warm-Ups

- **Vocal warm-up exercises may feel silly, but they are effective at loosening your vocal cords. Doing just one or two of the following exercises before your presentation can help to make your speech clear.**
 - Sing in a high tone and glide lower. Sing in a low tone and glide higher.
 - Say “Ho, ho, ho” like Santa Claus using the lowest, deepest voice possible.
 - Sing each vowel (A, E, I, O, U) loudly and hold each note for as long as you possibly can.
 - Count from 20 to 30 and back down in a “proper English accent.”

Session 3 Handout

During the Presentation

- **Remember that your body tells the audience how you feel.**

If you can stand, remember to stand up as straight as you can and face the audience. If you are seated, be sure that your posture in the chair is as upright as you can manage, that your body is stable and comfortable, and oriented toward the people in the audience.

- **Relax. Take several deep breaths before starting your presentation.**

This helps you focus on what you are about to do, slows your heart rate down to help you get calm, and signals people that you are ready.

- **Speak slowly and clearly. Project your voice.**

Speaking slowly helps you to speak more clearly and gives your audience a chance to get accustomed to your voice and style of speaking. Projecting helps your words be heard, and it also lets the audience know that you really want their attention.

- **Pause at appropriate places.** Give your words time to sink in!

- **Make eye contact with your audience members.**

Or just stare at their foreheads - they will not notice the difference – either way, they will think you are interested in connecting with them.

- **Never apologize!** If you make a mistake, just keep going.

- **Smile. Be yourself.** You are beautiful just as you are. They will love you.

REMEMBER:
If you have fun, they will too!