



# Session 5

## One-one-One Coaching Practice

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### One-on-One Coaching and Practice

#### Prior to Session 5

- Prepare individual coaching notes for each participant (use template).
- Ensure that there are enough volunteer coaches to give each person individual attention, whether 1:1 or in a small group.
- Ensure that the following equipment/supplies are available and in working condition:
  - Lavalier, boom, and podium microphones with amplifiers.
  - (Optional) Video recording equipment to record presentations.
  - Sufficient number of handouts ready for distribution.

#### ***Learning Objectives***

- *Participants will work to improve certain areas of their delivery that they identify as most important, with input from workshop facilitators and peers.*
- *Participants will learn the value of filming and reviewing their speeches on video.*

## Session 5 Schedule

- **Warm-Up Activity** *(15 minutes)*
  
- **One-on-One Coaching** *(1 hour)*
  - (Optional) **Video Coaching:** If video resources are available, this activity may run concurrently with One-on-One Coaching.
  
- **Break** *(15 minutes)*
  
- **Review Audience Etiquette** *(5 minutes)*
  
- **Run-Through of Showcase Presentations** *(1 hour)*
  - **Alternative:** If the Video Coaching activity is possible, this real-time run-through can be replaced with a screening of the videos.
  
- **Review** *(10 minutes)*

# Session 5

## Workshop Activities

**Warm-Up Activity:***(15 minutes)*

Lead the participants in a series of brief warm-up exercises. The group has tried a number of stretching, relaxation, breathing, and vocal exercises in the previous four sessions. Choose several vocal and/or other exercises the group has found most useful or pertinent for today's warm-up and lead the class through those exercises in an order of your choice. (*Refer to the step-by-step activity instructions at the end of this section for a complete list of possible warm-up exercises.*)

**One-on-One Coaching:***(1 hour)*

For this session to run effectively, there must be at least one volunteer, staff person, or other helper available to work with each participant. Participants will work individually with volunteers and program staff. Instruct each volunteer and program staff person to follow coaching notes specific to the participant he or she is working with.

**Distribute the Session 5 individualized coaching notes prepared by the workshop facilitator.** Focus on aspects of delivery: pronunciation, eye contact, pacing, body posture, power language, and other issues specific to each individual. Encourage the coaches to go over the Facilitator comments and add their own as indicated. One-on-one coaching can run longer or shorter at your discretion and depending on how many people are in the group.

(Refer to *Coaching Performance with OMOD Participants* for additional information on coaching and a template for individualized coaching notes.)

**(Optional) Video Coaching:***(1 hour)*

Using the same order as the showcase lineup, participants will go to another location outside the classroom to be filmed presenting their stories. (Refer to *Video Coaching* in the Appendix for detailed instructions on how to best incorporate this activity in Session 5.)

**Break***(15 minutes)***Review Audience Etiquette***(5 minutes)*

Before viewing the videos, the instructor will reiterate key points from the previous session's discussion on proper audience etiquette. For example: refrain from talking or texting; silence your phone, texting; give full attention to speaker, etc.

**Run-Through of Showcase Presentations:** (1 hour)

If video resources were not available for the optional *Video Coaching* activity, simply stage the showcase presentations following the showcase lineup. After each presentation, allow a few minutes for the class to discuss general observations of each presentation and note the specific strengths and areas of improvement that each participant should focus on during the next week before the showcase.

**ALTERNATIVE:** View and discuss video-recorded presentations using the same guidelines for feedback as above. (Refer to *Video Coaching* in the Appendix.)

**Review:** (10 minutes)

Ask the participants how they are feeling about their stories, their presentations, and any other concerns they might have. Ask if anyone has any questions or concerns about the upcoming showcase. If any participants feel nervous about the upcoming showcase, offer tips about how to cope with stage fright.

**Distribute the “Presentation Day” handout** and review its contents to ensure all participants understand each item.

**NOTE:** You may want to show “*Tips on Public Speaking*” video on the Art Spark Texas YouTube Channel (Link: <https://youtu.be/pYyIGbe7vgY>) to help reduce presentation jitters and stress.

## **FACILITATOR HOMEWORK: After Session 5, you are responsible for putting the script together.**

### **After Session 5:**

- Arrange the stories in their final order for the showcase.
- As soon as you can, get the lineup/show order to the participants so that they can begin to know who precedes and who follows them.
  - ❖ The more time participants have to learn the order of the show and notice their turn to speak, the easier it will be for them to follow the order during the Showcase.
- **Create a SCRIPT**, with each piece in order of the show and notes on any AV materials used.
- **PRINT Scripts (6)**
  - ❖ one script for yourself
  - ❖ 1 script for ASL interpreter if needed
  - ❖ 1 script for person who runs any visuals or music
  - ❖ 2 extra scripts in case people need them during rehearsal
  - ❖ 1 script that stays at the podium for participants to refer to if needed

## Session 5

### Detailed Activity Instructions



## Session 5: How to Conduct the Warm-up Activity

### 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. By this session, the group will have tried a number of stretching, relaxation, breathing, and vocal exercises.
3. Choose 2-3 vocal and/or other exercises from the list below that the group finds most useful or pertinent for today's warm-up.
4. **Lead the class in a series of brief warm-up exercises in an order of your choice:**
  - a. Sing each vowel (A, E, I, O, U) loudly as a group and hold, or sustain, each note for as long as you possibly can.
  - b. 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.
  - c. Try shoulder rolls. Lift your shoulders up and roll them forward. Now roll them backward.
  - d. Count from 20 to 30 and back down in a "proper English accent."
  - e. Try a few tongue twisters. Offer some examples and then ask for suggestions from the participants. Here are some common tongue twisters:
    - i. Peter Piper picked a peck of pickled peppers.
    - ii. She sells seashells by the seashore.
  - f. Reach your arms as high as you possibly can.
  - g. Reach your arms down as low to the floor as possible.
  - h. Belly breathing. Hold your hands over your bellies and push your bellies out as you breathe in and out.
  - i. Take several deep breaths. Breathe in for at least five seconds, and then breathe out for at least five seconds.
  - j. Say "Ho, ho, ho" like Santa Claus using the lowest, deepest voice possible.

### As the facilitator of this activity:

- Modify these exercises as needed to fit the abilities of your participants.

# Session 5 Handouts

## Presentation Day

## Session 5 Handout

## Presentation Day

- ♥ Exercise! Walking or moving your body for 30 minutes can help ease tension.
- ♥ Hydrate! Drink plenty of water and/or orange or grapefruit juice. Avoid caffeine.
- ♥ Laugh. Watch a funny video to relax your mind.
- ♥ Meditate for 15-20 minutes in a chair with your eyes closed.
- ♥ Think about what you will wear! Wear comfortable, professional clothing. Remember: with a clip-on microphone, you will need to have a belt or pocket to hold the “belt pack” transmitter.