

MODULE

4

Leadership Skills for

"The ability to effectively communicate your ideas is an indispensable skill in the art of leadership."

- Benjamin Tennyson

Objectives

1. Students will understand the importance of public speaking in the realm of leadership.
2. Students will improve their public speaking skills through spontaneous public speaking drills.
3. Students will bond with the both facilitators and other students.

Agenda

1. Public Speaking Introduction (15 minutes)
2. Drills (20 minutes)
3. Presentation Skills Introduction (5 minutes)
4. Presentation Skills Activities (20 minutes)

Purpose & Place in Curriculum

2022-23 LEAD Mission: The LEAD mission is to cultivate sophomores into leaders that will take action in their communities by exposing them to situations and skills they might not have experienced otherwise.

Place in Curriculum: This module aims to help prepare students for future modules and electives, such as the Design Sprints. It focuses heavily on public speaking drills, which are essential for good communication in leadership.

Value to Students: Focuses on public speaking and presentation skills that are applicable for their future careers at IMSA and leadership positions.

Upcoming Module: Leadership Skills for Life II

Facilitator Notes

- All facilitators will be equipped with your own public speaking skill after SLD week and Early Move-in. Your class will perform much better if you give them an example of what you are looking for in each drill. Don't go overboard and take up too much class time with your example, but try to give some guidance before students have to speak.
- Be a cheerleader: hype your students up, give them the confidence to go up in front of the class and speak, especially for your more nervous students.

- All speaking should be as spontaneous as possible so students can practice speaking naturally.
- Adjust your module to your classroom! Read the room and make sure you're on track to finish the module by 9:30 pm.
- It is recommended that students stand up for these exercises. Standing will help prevent swaying and fidgeting. If you want to have students stand on a table to make things more fun, make sure the table will not fall under them.
- The reason this module is so early in the semester is because it also functions as a bonding experience. It is very easy to make this module fun for students, so make sure to set a good example and have fun with your students.
- After every student speaks, tell them something they did well and something they need to improve on.
- For drills, ask for volunteers first
 - If no volunteers, consider assigning students a number and calling a number at random.
 - Also, consider giving an example yourself.

Suggested Outline (New/Unsure Facilitators, follow this!)

- Public Speaking Intro (10 min)
- Randomized Hot Takes (25 min)
- Presentation Skills Introduction (5 min)
- Presentation Skills Drills (20 min)

Public Speaking Introduction (10 min)

- Primary Question
 - What is something many good leaders have in common?
 - Hopefully the answer comes to public speaking/communication. If not, guide students to it or say it outright.
- Insert some examples of good public speaking here:
 - If time permits:
 - Good Speaker: <https://youtu.be/FMu65ZfZ4o8?t=1592> (Oliver Ni Commencement 2022)
 - Bad Speaker: <https://www.youtube.com/watch?v=iLE4lr9Qb3A/>(Office Clip - Mussolini Speech)
- Expectations
 - Students should not be judgemental (positive vibes)
 - Encourage students to be cheerleaders (boosts confidence)
 - The more effort you put in, the more benefits you'll get!

Public Speaking Drills (25 min)

Purpose:

Students will learn to speak spontaneously

Materials:

Vocal cords

Directions:

Each co-pair has the option of doing one (or more if time permits) of these activities:

- **Hot Takes**
 - A Hot Take is similar to a passion pitch - a minute-long speech about literally anything that a student wants to try to argue.
 - One or both facilitator(s) will give an example of a Hot Take. Make the hot take interesting and be as creative as you possibly can: this will show the students that they really can talk about anything they want.
 - After each student finishes their pitch, facilitators will give brief feedback about what they can work on/things to look out for.
- **Randomized Hot Takes**
 - Have the students create 10-15 random topics which they would want to make an argument about
 - Put these different topics into [wheel of names](#) and have students spin it for their topic
 - Make sure the topics are well known by most students
 - Call on different student volunteers to give their speech on the topic that was given to them
 - This speech should be around 90 seconds long (120 if there is extra time)
- **Imposter Hot Takes**
 - Similar to Normal Hot Takes
 - Facilitators give every student a role, either regular or imposter (can be done with a deck of cards or paper slips made by facilitators)
 - Regular students argue for a hot take they agree with, however, imposters argue for a hot take that they do not agree with
 - Class has to pick who were the imposters
- **Passion Pitches**
 - Each student takes a turn talking about something they're passionate about
 - Can be a rant, but make sure to focus on clear ideas being conveyed
 - Each turn should be capped at a minute
- **Discussion**
 - What is different about giving a well thought out speech vs. what we did today?
 - What are some common mistakes that people made?
 - How is being able to speak spontaneously a useful skill?

Presentation Skills Introduction (5 min)

- Primary Question
 - What is something good presentations contain versus bad presentations?
 - Hopefully the answer is voiced naturally by students. If not, guide students to it or say it outright.
 - Primary Answer:
 - Good presentations have an easy-to-follow structure

- Start with an introduction/claim, follow with evidence, then end with takeaways and conclusion
 - Creativity is important in presentations, but the structure above should be rigid in most cases so the audience can clearly understand the presentation
 - A clear structure not only helps the audience, but helps the speaker remember what to speak about and in what order
 - Brevity
 - Limit slides: you don't have to limit the length of the presentation, but make sure the number of slides you have is at most 10 to minimize the chance of the presentation distracting rather than helping the audience
 - There is no such thing as "too few words" on a slide: the less is better, dispense information through your words rather than your slides
 - "No more than six words on a slide. Ever." -Seth Godin (don't take this too literally, it's just a quote)
 - Design
 - Stick with one or two colors to use throughout the presentation, it helps to keep a common theme
 - Visually emphasize evidence that is important
 - Use visuals: could be pictures, drawings, or just styled words. Include more than just text
 - Remember, the fewer words on a slide, the more appealing it will look
 - Remember your public speaking skills: be engaging, be fun, know your audience, and limit filler words
- Insert some examples of good presentations here
 - Work with Co-Facilitator to create a presentation that will be appealing to your class
 - OR use:
 - <https://docs.google.com/presentation/d/1USrIWlwrGxdnx9JuVjFcTRakt9xPIG9--lbLUIl2rSc/edit?usp=sharing> (MSI Presentation)
 - Choose a good SLX project (preferably not slides like above)
 - <https://slx-project-2021.glitch.me/> (Dorrie, Reyna, Cole '23)
 - <https://mholland253.wixsite.com/bodilyautonomy> (Maya, '23)(EnACT)
 - Expectations
 - Students should not be judgemental
 - Encourage students to collaborate and share ideas
 - The more effort you put in, the more benefits you'll get!

Presentation Skills Drills (20 min) (Facilitator Choice)

Purpose:

Students will learn to create and perform presentations that are clear and polished. These

skills will help them throughout their time at IMSA.

Materials:

Laptop, Google Slides/Powerpoint, access to sites such as [slidescarnival](http://slidescarnival.com) or slides.go

Directions:

- **Activity One:** Paper Plane Competition (20 min)
 - Split the class into four groups
 - Have each group construct a paper plane.
 - No two planes can be the same (have facilitators approve design before the planes are made)
 - After construction, each group should make a short presentation arguing why their paper plane model is the best
 - Encourage them to back up their claims with data (how long their plane flies)
 - Ask them to adhere to “good presentation requirements” (aka what was touched on earlier in the module)
 - The last five minutes of the class should be used for presentation time, wherein each group has about a minute and a half to present.
 - Facilitators should point out good presentation aspects in every group’s presentation to further drive the module expectations in.
 - Facilitator Discretion: It is up to you to determine whether or not there should be a winner, but make sure all groups know of the strengths of their presentation.

OR:

- **Activity Two:** Tutorial Presentations (20 min)
 - Split class into four groups
 - Have each group make a presentation of a tutorial of their choosing. (i.e. How to Make a Peanut Butter and Jelly Sandwich)
 - To streamline what everyone is working on, it could be helpful to give everyone the same tutorial task and give them the creative freedom to convey that concept in a tutorial
 - Encourage them to focus more on how they present the tutorial rather than what the tutorial is itself
 - After presenting the tutorial, have them explain why they presented the way they did (ie were some parts emphasized more than others? Were some steps left out intentionally or grazed over? Etc.)