**EXE 2**

**Create a Speech Skeleton**

**NARROW your topic to 2-3 particular *points,* *aspects,* or *features* of that topic, sufficient to cover in some detail in 5-6 mins: not too much, not too little. To help narrow down, simply to ask yourself “what do I want to find out about this topic?” or “what interests me about this topic?,” then zero in on that**

**This NARROWED, quite SPECIFIC focus should form the basis of your Speech Goal, Power Statement, and Power Conclusion.**

**TASK: Work with your presentation partner to create the following parts of a Speech Skeleton as covered in my slides. When completed, COPY & PASTE the following boxes into the TEXTBOX DROP on CourseSpaces (Week 4).**

**Take as much space as you need to complete 1 and 2. However, for 3-5, generate one-sentence statements only**

**Ryan Woodward**

**Both names here; if only one of the team completed the exercise, write only the one name**

1. **Our audience has the following characteristics:**

**Mixed gender university students considered knowledgeable about evaluating teamwork. Many members of audience have been put into groups in order to work on term projects. High interest in evaluating teamwork. Students are often critical those who don’t pull their weight. Often a group project will end up being only a couple people doing most of the work. Teamwork is critical to a common goal of graduating university. A mix of experts and innocents. Some students may feel like they know more than they do simply from having to work in a team so often.**

1. **Here are some strategies we could use to engage this particular audience:**

* Tell a relatable story of getting stuck with teammates that don’t pull their weight.
* Provide a visual of varying student schedules. Emphasize how difficult it is for people to commit to a meeting time
* Ask them some simple questions
  + How many students have felt disappointed by group members?
  + How many students felt like their group lacked direction?
  + How many students will work harder knowing that peer evaluation becomes part of their grade?
* Show them infographics about different categories of evaluation and whether they could be weighted equally

1. **Here is our Speech Goal, based on the formula “We want our audience to understand [WHAT?] . . . so they can . . . [WHY?]” (Review my Speech Skeleton Slides as needed)**

I want the audience to understand teamwork evaluation so they can understand team roles and work better as a team.

1. **Here is our one-sentence Power Statement, circular with the Speech Goal and closely reflecting it, but using “YOU” pronouns**
2. **Here is our Power Conclusion, which mirrors the Power Statement (but doesn’t repeat it word-for-word!) to end our presentation on a strong note, telling the audience exactly what they should be able to accomplish as result of what we’ve told them**

**Copy and paste the 5 elements of your Speech Skeleton into the Textbox Drop (Week 4) by 11:55, Mon 24 Sept, and I’ll give you some feedback**