

## **IEW's New *Introduction to Public Speaking* Transcript of Episode 374**

**Andrew Pudewa:** If you can speak and write well, then you'll rise up in positions of responsibility and influence. You will be able to make a greater contribution.

**Julie Walker:** Hello, and welcome to the Arts of Language Podcast with Andrew Pudewa, founder of the Institute for Excellence in Writing or as many like to say, "IEW." My name is Julie Walker, and I'm honored to serve Andrew and IEW as the chief marketing officer. Our goal is to equip teachers and teaching parents with methods and materials, which will aid them in students to become confident and competent communicators and thinkers.

**Julie Walker:** Andrew, the time is imminent!

**Andrew Pudewa:** Which means . . . now?

**Julie Walker:** any minute now.

**Andrew Pudewa:** Any minute now.

**Julie Walker:** It, it could happen right now. It could happen as soon as this podcast launches, or it could be next week or next month.

**Andrew Pudewa:** Well, um,

**Julie Walker:** whatever the it is

**Andrew Pudewa:** we're obviously not talking about a solar eclipse

**Julie Walker:** No

**Andrew Pudewa:** because everyone knows when that's going to happen

**Julie Walker:** This is true. This is true.

**Andrew Pudewa:** Are you talking about World War III? the complete collapse of the economy as we know it?

**Julie Walker:** no, no, no, no.

**Andrew Pudewa:** the resignation of Nancy Pelosi? I mean, what is so imminent that I don't know about?

**Julie Walker:** No, you do know about this. This is something that we have worked on and have been working on for months, almost, I could almost say years. And that is our introduction, our *Intro to Public Speaking* course.

**Andrew Pudewa:** Yes. And we need this because it replaces a previous product

**Julie Walker:** *Speech Bootcamp*.

**Andrew Pudewa:** *Speech Bootcamp* Which was good for a while.

**Julie Walker:** it was good.

**Andrew Pudewa:** And it even won like the first place homeschooling public speaking curriculum, even though it was not that good.

**Julie Walker:** well, the fact that there's not a whole lot of public speaking courses out there mm-hmm. May have contributed to its success, but also

**Andrew Pudewa:** Yeah, when you are the only gold fish in the tank, you look pretty good.

**Julie Walker:** You look pretty good. Well, and the *Speech Bootcamp* in some ways, this course that we've now done, *Intro to Public Speaking*, we, we looked at *Speech Bootcamp* and said, what is good about this course? And let's move those good things and into this new course and what wasn't good, and let's leave that part out.

**Andrew Pudewa:** Or just mostly, what was lacking?

**Julie Walker:** Yes, exactly.

**Andrew Pudewa:** because it was such a short thing.

**Julie Walker:** Four weeks.

**Andrew Pudewa:** Four weeks.

**Julie Walker:** Yep. Bootcamp

**Andrew Pudewa:** and the whole purpose just so people know, when we moved out of California, I was very involved in the Speech and Debate club there.

**Julie Walker:** Yes.

**Andrew Pudewa:** And so for several years I had done a two week public speaking intensive for students that wanted to consider or wanted to join our speech and debate club. So it was a Monday, Wednesday, Monday, Wednesday. Four classes. Boom. Now we start the school year.

Now we get into speech and debate and they said, well, you're leaving. And I said, well, we'll make a video. So we did a video

**Julie Walker:** Right.

**Andrew Pudewa:** Literally in two weeks. Which isn't really enough time for anyone to prepare well, but we did it. We pulled it off and it became a good product

**Julie Walker:** Yeah

**Andrew Pudewa:** and helped a lot of people. But I actually was pretty happy when we retired this product.

**Julie Walker:** Yes,

**Andrew Pudewa:** Uh, and I'm very excited about the new one

**Julie Walker:** Yes!

**Andrew Pudewa:** because I think it will, you know, have a much greater positive reach.

**Julie Walker:** Right, exactly. Well, and you of course are a public speaker. You like to say you're a professional talker, so who better to teach this course than you? But I've had the privilege of not just watching you teach this group of students over 12 weeks. So this is considered a one semester class, 12 weeks. You can expand it a little bit if

**Andrew Pudewa:** you could spread it out over a whole year.

**Julie Walker:** You could.

**Andrew Pudewa:** just put more time in between, that's possible too

**Julie Walker:** Exactly. do a few more.

**Andrew Pudewa:** Yeah.

**Julie Walker:** But I've also had the privilege of watching the videos and you know, going through the editing

**Andrew Pudewa:** Ha, privilege, if I had to do your job, I would call it a chore. But you do watch all the videos that we produce, yes

**Julie Walker:** I do, I do multiple times and, you know, give feedback to our video editing team of.

**Andrew Pudewa:** Your, your job is to prevent me from looking stupid in public.

**Julie Walker:** Well, absolutely. That's

**Andrew Pudewa:** which I greatly appreciate.

**Julie Walker:** Well, and that's not all, what's actually a little bit, sometimes a little bit more challenging is my commitment to the students that we're not gonna make them look stupid.

**Andrew Pudewa:** oh, because of course they're young and they may say something that a year from now they would be appalled at having said.

**Julie Walker:** Yeah.

**Andrew Pudewa:** But that's the nature of growing up.

**Julie Walker:** Exactly, exactly.

**Andrew Pudewa:** And we got them all to sign waivers.

**Julie Walker:** We did.

**Andrew Pudewa:** So nobody's gonna sue us

**Andrew Pudewa:** No. But we do want to put the absolute best that we can.

**Julie Walker:** It's true. It's true. So I thought it would be helpful to our listeners to know what's coming. It's, you know, by the time you listen to this, it might actually already be out on the market.

**Andrew Pudewa:** Well, let me ask you a question. Who's this for? What's the target audience? Like, who should consider getting this *Introduction to Public Speaking*? Who are you teaching? What kind of kids would you make do it?

**Julie Walker:** Yes, make do it. I love it. So this is a 12 week course for middle and high school students, so middle schoolers, high school students. They're going to learn memory techniques because a lot of the speeches are memorized speeches. They might write the speech, but then they have to memorize it in order to deliver it.

We start off by memorizing poetry, a little bit of poetry. And they learn some techniques in delivery. How to project

**Andrew Pudewa:** Right.

**Julie Walker:** How, where to stand, where to look. Not at your paper, for example, and you talk about that. Um, then we have actually five different speeches that the students learn. In addition to the recitation of some poetry, they do a self introductory speech. Self-introduction, speech, a

narrative. A story. So telling a story, expository, explaining how to do something, um, a persuasive speech. And then at the end we did impromptu speaking.

**Andrew Pudewa:** Oh, yes. I remember the impromptu,

**Julie Walker:** yes.

**Andrew Pudewa:** I think we were a little nervous how that might come out

**Julie Walker:** Yeah, yeah. Well, it turned, it turned out pretty good. And then

**Andrew Pudewa:** Out of the what, 15 kids? 12. 12 to 15.

**Julie Walker:** Yep. Yep.

**Andrew Pudewa:** Um, we got a few pretty good ones.

**Julie Walker:** Yes, we did. And some of the students had had experience in public speaking before.

**Andrew Pudewa:** Right.

**Julie Walker:** And some were, they were definitely there because their parents made them do this public speaking course,

**Andrew Pudewa:** well I guess one question that people may have is, why should I make my kids do this? Why should I worry? Well what's valuable or important about learning public speaking?

**Julie Walker:** Well, and you know, I mentioned that I watched your video and I'm gonna turn this question around to you because you're the expert, not me, but there have been a handful of times while I'm reviewing this course and getting it ready that I personally had to do public speaking. I actually spoke recently at my father's funeral and I actually, uh, addressed some women at our church and, and you give techniques of how to plan your speech in terms of how fast do you speak and how much content do you need. If you're given, you know, 15 minutes to speak or 20 minutes or less, how much, how do you prepare for that? How to do a good introduction, I mean, everything that you're teaching I applied, and I'm not a professional talker, but yet it was definitely useful to me in my own personal experience,

**Andrew Pudewa:** well that's good to know because there may be some adults who secretly would like to take this course and learn this stuff

**Julie Walker:** Yeah, Sure

**Andrew Pudewa:** even though they're not teaching,

**Julie Walker:** exactly

**Andrew Pudewa:** middle school or high school kids. So that is one, one of the things. I have noted and said to young people and their parents, very often I'll get someone who says, well, my, my son doesn't like writing. They'll say that in front of their child. You know, and there's a 14 year old kid standing next to his mom at a convention and she says this, and I will usually try to turn that and address the student. And say, well, you know, it doesn't really matter what you go into in life. You may think that you don't need these skills, but whether you go into engineering or the military or garbage collecting, right?

If you can speak and write well, then you will rise up in positions of responsibility and influence. You will probably make more money. You will be able to make a greater contribution. The best engineer, he stays an engineer. It's the engineer who can speak and write engineering ideas that will rise up into a more of a leadership role. And that's just the way the world is.

**Julie Walker:** Yep.

**Andrew Pudewa:** You know, you may think, oh, I'm not gonna need this in my life, but, you know, I often say, but God may have bigger plans for you.

**Julie Walker:** Yep

**Andrew Pudewa:** Right. You may have a destiny to do something more than you imagine right now. And so this would help you prepare for that. So, you know, try and move it. But it, it is interesting, Dr. Webster, you know, in the very beginning said to me, I don't like it when people say "the writing program". As if that's all it were. He always would say it's an oral and written communication program.

**Julie Walker:** Yep.

**Andrew Pudewa:** And so we've tried to, you know, keep that going as as much as we can encourage people to include the oral part of it.

**Julie Walker:** Sure

**Andrew Pudewa:** And with the public speaking, of course, that was the main focus,

**Julie Walker:** Right

**Andrew Pudewa:** and yet we're still using many of the same structure ideas. From keyword outline of your speech to narrative story sequence, to even, you know, the, the essay speech model is very similar, uh, for beginning students.

**Julie Walker:** Right, exactly. And I just think of, you know, when we teach writing, we teach the students how to tell back from their keyword outline. You know, starting in unit one, but then all the way up just to rehearse it and kind of practice it in your mind before you put it on paper.

**Andrew Pudewa:** Yeah

**Julie Walker:** In the speech class, they're doing the keyword outline to create the content they're writing the story or the essay or the persuasive speech. And then from that, they're creating a keyword outline that they use to give their speech. They're not just reading their speeches.

**Andrew Pudewa:** Right.

**Julie Walker:** Which I love that.

**Andrew Pudewa:** You make an outline, you write your speech, then you make an outline of the speech you wrote, and then you practice until you can do it. Hopefully from memory or at least with very little help. And you know, I was thinking about this, how most people have a fairly limited vocabulary in day-to-day conversation, which is why, uh, memorizing poetry, memorizing other people's famous speeches actually helps to improve vocabulary.

It moves words from the passive. I can see that and kind of know what it means, into the active. I can use this word when I'm speaking, and most people would also say, well, my my writing, I can use words in my writing that I wouldn't normally use in just talking. Why? Well, you got more time. Two, you've got resources.

You, you start to write a word and you think, is that the best word? And then maybe you go and even consult, you know, a thesaurus type of tool to find just the right word. And in doing that, that gives you access to nuance of meaning and therefore nuance of thought that is beyond what you would have if you hadn't done it.

And then that word can move into your formal presentation through a speech. Right? So just from the point of basic vocabulary development, expansion, improved competence using words. There's huge value.

**Julie Walker:** Yes, to do all of those steps and not just write the keyword outline and speak from your keyword outline, but to go ahead and, and take the time to write the essay and then do the keyword outline from that to give your speech. So we have these five different models and one of the things that I love that we do in our courses, we give exemplars. Now the students in the class, they are middle school and high school, but we chose adults to do the exemplars. So let me just share some of those just for your amusement and going back

**Andrew Pudewa:** yeah, we have some very good ones.

**Julie Walker:** So we had the students memorize the poem, *Casey, at the Bat*, and that was an opportunity for them to practice expression and being able to present in a way that is very entertaining. Right?

**Andrew Pudewa:** Yeah, and just projection, enunciation, clarity, pacing, all of that important stuff.

**Julie Walker:** Right. So our own, Nathan King actually does this really awesome recitation of *Casey at the Bat*. He memorized the whole thing, and that's a part, as I said, of this course, and you give some memorization techniques and Nathan memorized and did the different voices for the umpire, and it was, it was a real delight to watch him do that.

And then we had Will give a set, Will works in our customer service department. He did a self introductory speech and he talks about reading and flying and hiking in Hawaii and it's really a delightful, and he does a fabulous job as well. And no, we wouldn't expect a junior high or high school student to speak at this level, but that's what an exemplar is, right?

**Andrew Pudewa:** Well it fits with our whole understanding of teaching a skill. We have to learn through imitation,

**Julie Walker:** right.

**Andrew Pudewa:** Therefore, the quality of the model right that we choose will affect the quality of our effort at imitation.

**Julie Walker:** Right.

**Andrew Pudewa:** And you know, I think this is one area where school teachers are kind of stuck, like who's gonna do a good modeling of this?

**Julie Walker:** Right.

**Andrew Pudewa:** If we just let the kids model for each other, well, yeah, some are better than others, but where's the, the significantly better model

**Julie Walker:** Right

**Andrew Pudewa:** that will help everybody improve,

**Julie Walker:** Yep. Well, and our storyteller was Michelle. I don't know if you remember, we her, our ambulance girl, girl story where she, her first week or two in a new school she winds up having to take a ride in an ambulance to her extreme mortification.

**Andrew Pudewa:** well and she was in a foreign country at the time

**Julie Walker:** In a foreign country, yes.

**Andrew Pudewa:** Yeah it was even more.

**Julie Walker:** Yes.

**Andrew Pudewa:** yeah, that was a good one.



**Julie Walker:** Yeah. And then Rachel did an expository speech on how to dress well on a budget. So really practical information for college students, but yet presented in a way that was very informative. And then Claire, she is actually, or did at the time, do a speech, a persuasive speech competitively on, Is stress good? And I'm not gonna answer the question because I want you to, listener, get the course and find out is stress . . .?

**Andrew Pudewa:** I better listen to that one because I'm about to go and do a talk that includes that very question

**Julie Walker:** That idea of stress.

**Andrew Pudewa:** Stress.

**Julie Walker:** Okay. Yeah. We'll have to have you listen to that. And then our very last class, which required no preparation, of course, is impromptu and our own Maria, who's our podcast princess, we like to call her that. She helps us with a podcast. She was given three choices on three little scraps of paper, and she had to choose one of 'em and give a speech without any preparation and her three choices are, I thought you'd be interested to know this, "When angry, count to 10 if very angry count to 100." Thomas Jefferson

**Andrew Pudewa:** Thomas Jefferson.

**Julie Walker:** Yep. And then another one was, "Always remember you are unique, just like everyone else," which I love that one. I wish she had chosen that one, because I would love to have heard her thoughts on that but she chose this one. "Words are, of course, the most powerful drug used by mankind." And that was Kipling that said that.

**Andrew Pudewa:** Kipling?

**Julie Walker:** Yep. yep.

**Andrew Pudewa:** Wow. Okay.

**Julie Walker:** And, uh, so she got up there and did a little impromptu speech and of course she had done years of speech and debate in high school,

**Andrew Pudewa:** Right, yeah

**Julie Walker:** but was maybe, you know, a little bit removed from that, but not, but I love at the very beginning of the speech, she says, you never get over being nervous. So just kind of admitting, you know, here we are. I'm nervous, I've done this a hundred times, but I'm a little nervous about this. And then she launches into it. And then the students, not for these particular exemplars, but for each other, are taught how to critique. And you go into a lesson of what it means to critique. And it doesn't mean to be critical, but it means to give positive and negative feedback so that the students can improve. So,

**Andrew Pudewa:** right.

**Andrew Pudewa:** Well, and one thing that I, I think is so valuable about including that in the course is that when you listen to someone else, and you can give a modicum of useful, constructive, both maybe positive and areas for improvement. When you can do that for someone else, you're more likely to be able to listen to yourself. And give yourself some positive possible areas for improvement. Feedback. That's hard. It's really hard to critique your own writing, your own speaking, but through practice you can become a little more objective.

**Julie Walker:** Right

**Andrew Pudewa:** So I think that was, you know, it's a hard thing to get kids to do that well it's worth pushing that direction.

**Julie Walker:** Yep. Agreed. Agreed. One other thing I wanted to mention is that this course is, as I mentioned at the very beginning, it's an intro to public speaking. The goal would be kind of like, this is speech bootcamp. Prepare students for competitive speech if that's what they want to do. Now you don't have to, but you mentioned that a couple times.

**Andrew Pudewa:** Sure.

**Julie Walker:** In the course, you know, here's some opportunities for you to pursue competitive speech and maybe even go into debate. So, but that's not what we're doing here,

**Andrew Pudewa:** No, it's not a, a competitive speech and debate preparation program.

**Julie Walker:** Right,

**Andrew Pudewa:** per se. But it does kind of raise the question, if this is the intro What's after?

**Julie Walker:** right

**Andrew Pudewa:** So there are, and there are so many, so many opportunities.

**Julie Walker:** Right. And we actually worked with the NCFA, the National Christian Forensics

**Andrew Pudewa:** In communication

**Julie Walker:** Association. Yes. Yes. I can say the letters, but I don't always remember the name, the order, the words to help them develop their curriculum for speech, policy, debate,

**Andrew Pudewa:** And we've worked also with, uh, people in groups that are connected with STOA., which is the other national debate league

**Julie Walker:** Yep.

**Andrew Pudewa:** STOA is not an acronym.

**Julie Walker:** No.

**Andrew Pudewa:** S T O A. It's a Greek word meaning porch in front of a public building where people would stand and debate stuff. I guess. The STOA

**Julie Walker:** yeah.

**Andrew Pudewa:** Uh, but both are excellent organizations. There's also, uh, organizations for schools.

**Julie Walker:** Yep.

**Andrew Pudewa:** Uh, so if any of our listeners are working in a school The National Speech and Debate Association, I believe, and there's also a group for Christian schools. So there are several leagues

**Julie Walker:** Right.

**Andrew Pudewa:** and lots of opportunity,

**Julie Walker:** right

**Andrew Pudewa:** but you know, I always say this is. An extremely powerful thing to do at a younger age. And I use the example, it is much easier to get a 10 year old to stand up and play their first violin recital or a seven year old or 12 year old then to get an 18 year old to stand up and play their first music recital. The earlier you start doing things in front of your peers and others, the more comfortable you will be for your entire life.

So just creating an aptitude of confidence. You know, even if kids do this and then five years from now they don't remember any of it, it's okay. They will have this memory of having been able to do it somewhat successfully.

**Julie Walker:** right

**Andrew Pudewa:** That will allow them, maybe they take a public speaking course in college.

**Julie Walker:** Yep.

**Andrew Pudewa:** Because it's required for their major. My wife, she has an elementary education. And you know how you can walk and get your diploma with the graduation ceremony, even though you're actually not graduating yet because you have one more class to take over the summer

**Julie Walker:** Was that her last class?

**Andrew Pudewa:** It was, she was so mortified. She procrastinated four or five years over, uh, this public speaking class. So she, she got her little empty diploma case, walked with, you know, her peers and then had to take public speaking over the summer before she could get the actual degree. Yeah. And so she always says, I, I don't speak in front of groups very well, but she's actually quite good. Yeah. But there is that benefit of doing it when you're younger. And then you just feel more confident for your whole life.

**Julie Walker:** So I wanna talk just about some of the components that are included in this course. So we've got a really nice box, and inside the box there is a notebook, a binder that the students then organize their papers.

**Andrew Pudewa:** We're big on

**Julie Walker:** we, we actually are helping students grow up to be organized paper pushers.

**Andrew Pudewa:** Paper management.

**Julie Walker:** Yeah, paper management system. And then there's also a teacher's. Guide a teacher's manual that has more hints and help with the students. Of course, there's the video component either with DVD or streaming video. But then with this course, we created a special portable wall. We call it the portable wall for the public speaker, and actually we sell this one as a standalone product, but also we include it with the course itself. So you had mentioned, you know, going off to college, you've forgotten everything. Well, no. You won't forget everything.

**Andrew Pudewa:** You won't forget

**Julie Walker:** because you'll have your little *Portable Wall for Public Speaking* with you. And this talks about how to organize your speech, you know, with the intro, the body paragraphs, the conclusion, which of course you write the body first and you write your conclusion and then do the intro. And then the intro has got the attention getter. It talks about where to stand on different spots, like you talk about the speaker's triangle that's mentioned here. There's the memorization techniques, including the LOCI, uh, where you. Describe that

**Andrew Pudewa:** Yeah depends on how you wanna pronounce your Latin, but it could be LO-SI or LO-CHI or LO-KEE or LO-KI

**Julie Walker:** What did you call it?

**Andrew Pudewa:** I probably used the pronunciation that I taught, which would be LO-CHI

**Julie Walker:** Yeah. Okay.

**Andrew Pudewa:** Okay. LOCI. But it basically means location. So that you are attaching things to locations in your memory, and it goes all the way back to ancient rhetoric training.

Some people may have heard of the medieval memory palace, that idea of having a room or a building, and so you have these sequence of ideas. And you put them in a particular order and you have like a mental map, and then you can recall things because they, one leads to another, leads to another, leads to another,

**Julie Walker:** right

**Andrew Pudewa:** and it's a, it's an ancient and still understood principle of memory.

**Julie Walker:** Yep.

**Andrew Pudewa:** To use a visual to anchor a sequence of ideas. So we, uh, we actually unpacked that pretty well,

**Julie Walker:** I think so.

**Andrew Pudewa:** for students in this, and of course it's something, you know, here's the idea. You need to practice it a little more to get good at it,

**Julie Walker:** right Well, and one of the examples that you gave in the course that I think our, our listeners will appreciate is you told a series of five jokes and you use this method to help you remember the key words of the joke. So it was, it was actually very cleverly done so, and then,

**Andrew Pudewa:** I always have to put jokes in these videos. It's like this compelling thing, I suppose

**Julie Walker:** they're sprinkled in, they're not necessarily at the beginning of every course like you've done before,

**Andrew Pudewa:** like all the SSSes but I think this portable walls, I mean, what do we have now for portable walls? We have the regular portable walls for Structure and Style. We have the grammar Portable Walls,

**Julie Walker:** And then we have the, for the primary students, Tools for Young Writers,

**Andrew Pudewa:** Tools for Young Writers

**Julie Walker:** That's got little stickers on it. Yeah.

**Andrew Pudewa:** that's a cutie.

**Julie Walker:** And then, um, this now new one, and then we are coming out with another one later this year that we can talk about later. Another portable wall.

**Andrew Pudewa:** people want just a hint. What's it gonna be?

**Julie Walker:** It's called Portable Walls for the University Writer. Yep. Yep. So we've got some

**Andrew Pudewa:** That should be a big seller.

**Julie Walker:** I think. I think so. I think so. So anyway, lots of great information here. Oh, I wanted to mention one more thing. You talk about ways of persuasion and you talk about logic.

**Andrew Pudewa:** Ethos, pathos, logos.

**Julie Walker:** Thank you. Yes. And so the, the heart, the mind, and the appealing to someone else in authority, how to persuade people using these techniques. So, um, and then the kids try and go with that and

**Andrew Pudewa:** Yeah. And you know, I would say it's not like we did anything revolutionarily new in this course. This stuff has been around for centuries, millennia.

**Julie Walker:** Right.

**Andrew Pudewa:** But what we did do. I think very effectively is take the best of what has been known and taught for a long time And put it into a very manageable, relatively easy to deliver practicable And therefore practical package.

**Julie Walker:** Yep.

**Andrew Pudewa:** And that's kind of what we're good at doing. I guess.

**Julie Walker:** Yes, I think so. Well, this is an exciting course and I hope, listener, that you will take some time to look through it. You know it minimally, get the Portable Wall for the Public Speaking if you love that, and go, wow, I wish there was a whole course built around some of these ideas. Well, then you can get the whole course *Intro to Public Speaking*. Look forward to teaching it in the fall. Or maybe even a summer bootcamp.

**Andrew Pudewa:** A summer bootcamp right before joining a Speech and Debate club in August.

**Julie Walker:** There you go.

**Andrew Pudewa:** So many applications.

**Julie Walker:** So many applications. Well, Andrew, this is a great course and I'm sure we will hear great things about it from those that are using it.

**Andrew Pudewa:** you're so optimistic

**Julie Walker:** Thank you.

**Julie Walker:** Thanks so much for joining us. If you enjoyed this episode and want to hear more, please subscribe to our podcast in iTunes, Google podcasts, Stitcher, or Spotify. Or just visit us each week at [IEW.com/podcast](http://IEW.com/podcast). Here you can also find show notes and relevant links from today's broadcast. One last thing: would you mind going to iTunes to rate and review our podcast? This really helps other smart, caring listeners like you find us. Thanks so much.