

Speakers in the Schools
A Statewide Program of the New York Council for the Humanities

**Planning and Implementing a Successful
Speakers in the Schools Event**

Selecting a Speaker

- ❑ Browse our list of Speakers for a lecture topic that suits your curriculum or school community.
- ❑ Select a Speaker and Lecture.
- ❑ Contact the Speaker directly via his or her contact information provided online.
You must contact the Speaker before applying for funding

Booking Potential Speakers

- ❑ Introduce yourself and the school where you teach.
- ❑ Explain your interest in the lecture and try to ascertain if it's in line with your curriculum goals.
- ❑ Discuss your course and curriculum goals with the Speaker.
- ❑ Describe the nature of your students with regard to their interests, background and abilities.
- ❑ Share with the Speaker your expectations for the program.
- ❑ Discuss with him or her an exact time frame for the program, including the lecture and arranged discussion or Q&A period.
- ❑ Book a date and time. Flexibility will help facilitate a time that is good for both of you.
- ❑ Arrange a follow-up conversation a week or two before the lecture date to confirm details.

Planning for the program

With the speaker:

- ❑ Discuss the focus and content of the lecture.
- ❑ Talk about how you can prepare your students for the lecture and inquire about any background materials or suggested reading the speaker might want to send ahead of time. If another teacher's class is joining your class(es) for the program, please be sure to share these materials.
- ❑ Tell the Speaker roughly how many students will attend the lecture.
- ❑ Describe the nature of your students with regard to their interests and abilities; what can the speaker expect from your students?
- ❑ Discuss his/her technological needs (overhead, proxima, microphone, etc.).
- ❑ Discuss the nature of the room the lecture will be given in (classroom, auditorium, arrangement of desks and tables, etc.)
- ❑ Discuss strategies for interacting with your students (use of an outline - offer to photocopy it if sent in advance, engaging students with questions, etc.).
- ❑ Confirm how you and the Speaker will structure the class time (lecture/discussion/Q&A). Make sure the Speaker knows how much time is available for each portion of the program and when the class period ends.
- ❑ Discuss how the Speaker would like to be introduced (There is information about each speaker on the Council's website at www.nyhumanities.org)

- ❑ Provide directions to your school, parking information.
- ❑ Inform the Speaker of check-in procedures and arrange a meeting place on campus.

With your students:

- ❑ Discuss your goals and rationale for the upcoming program with your students.
- ❑ Convey a sense of enthusiasm about the program to your students.
- ❑ Assign relevant background reading from your text or materials sent by the Speaker
- ❑ Prepare a list of questions with your students on the subject of the lecture - especially if you have arranged to have a Q&A period.
- ❑ Brief your students on the program format i.e., lecture/discussion/Q&A.
- ❑ Discuss your expectations of student behavior during the lecture (listening respectfully, raising their hands for questions or clarification, etc.). If another teacher's class is joining your class(es) for the program, please be sure they know your expectations for behavior during the presentation.
- ❑ Discuss expectations of their behavior at the end of program and how the Speaker will be acknowledged.

The Day of the Lecture

- ❑ If you cannot meet the Speaker when s/he arrives, arrange for someone to escort him or her to the location. Make sure your administrative office is aware of the Speaker's arrival, ensuring access to the school's grounds.
- ❑ Be sure all technological equipment is functioning and properly set up. Please test equipment prior to Speaker's arrival.
- ❑ Provide students with nametags or ask students to write their names on paper and display them on their desks.
- ❑ Provide students with an outline (if applicable) for note taking during the lecture.
- ❑ Introduce the Speaker and give credit to the New York Council for the Humanities for support and funding of the *Speakers in the School* Program (this is required!).
- ❑ Help your student audience make use of what they've learned from the Speaker by encouraging a lively discussion after the presentation (lead with a question or two if the students seem reluctant).
- ❑ Be sure to end by thanking both the Speaker and the attentive audience for their participation.

The Day After: Follow up with Students

- ❑ Discuss the lecture with students – ask them to evaluate it. What did they like/dislike about the format? How would they have prepared differently having experienced the lecture? How did their knowledge of the subject change? What new information was learned? What subtleties revealed? You will have an opportunity to share this with the Council on your evaluation form
- ❑ Share your own analysis of the lecture with your students – in your view how did it enhance the class/course? What did you personally learn or gain from the lecture? What did you think of the students' level of involvement, participation, questioning, etc?
- ❑ Write a thank you note to Speaker that includes some of your students' comments.