

# Learning Objectives for Tour 2011

## Jump Start

### Objectives

- To establish a better understanding of communication
- To develop a passion for community
- To experience different genres of communication
- To cultivate a desire for the next step

### “Making Cookies”

1. To encapsulate enthusiasm
2. To preview the upcoming labs
3. To cultivate friendships with other students
4. To bring literature to life

Applied homework: Prose Interpretation

### “Chocolate Chip Cookies”

1. To create a platform speech
2. To analyze a speaker
3. To inspire better communication

Applied homework: Bible Verse with Explanation

### “Pandas and Rice Cakes”

1. To cultivate a desire for community speaking
2. To understand the process of community speaking

### “Peanut Butter Cookies”

1. To organize thoughts in a clear, logical manner with limited preparation
2. To enhance limited prep speaking
3. To gain knowledge of effectively explaining current issues

Applied homework: Current Issues

### Public Forum Prep and Debate “Do or Diet”

1. To learn how to format a public forum round
2. To learn how to think critically
3. To respect individuals with opposing viewpoints

### “Dancing in the Rain”

1. To create characters
2. To use non-verbal communication
3. To enhance story telling

### “Eating Cookies”

1. To crystallize what we’ve learned
2. To apply skills outside of ICC
3. To recapitulate their camp experience

the  
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get ready.  
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## Track 1

### Objectives

1. To enthuse students about developing communication skills
2. To empower students to communicate
3. To spark students to take initiative

### Day 1

#### Literary Interpretive “Candy Land”

1. To expand knowledge of characterization
2. To practice character portrayal
3. To acquire techniques for effective and purposeful blocking
4. To develop a better understanding of the theater of the mind

Applied homework: story, poem, literary work, etc demonstrated in class

#### Learning from great orators, “Hall of Mirrors”

1. To motivate students to find their voice
2. To inspire students to find their passion
3. To explore diverse styles of communication

Applied homework: Bible verse homework

#### Community speaking “Starbucks!”

1. To create a desire to reach community
2. To inspire passion for others
3. To cultivate communication skills that can be applied to day to day life

### Day 2

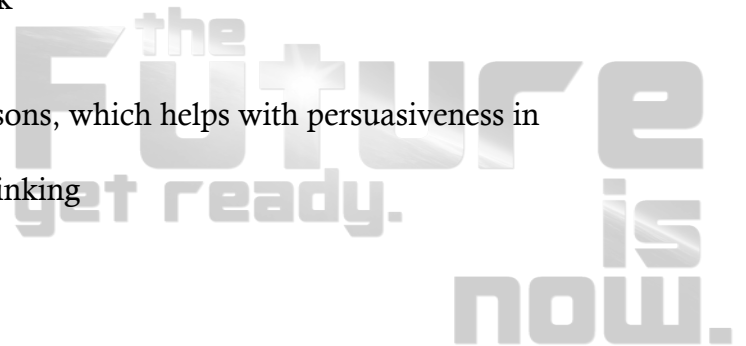
#### Speaking with Limited Preparation “Febreeze”

1. To feel more confidence and ease on the public platform
2. To gain a broader understanding of the importance of being able to understand culture and speaking on the spot
3. To discuss current issues

Applied homework: Current Issues Homework

#### Public Forum Prep and Debate

1. Support their opinions with logical reasons, which helps with persuasiveness in speech and writing
2. Respond to worldviews with critical thinking
3. To Prepare to Debate Public Forum



## Track 1 Continued

### Day 3

#### Analyzing media, “Of Polaroids and Panoramas”

1. To analyze messages communicated through photographs
2. To explore using photographs to communicate our messages
3. To learn basic photography techniques
4. To discuss sharing photography

#### Group Interpretive presentation “Wicked Step Mother”

1. To cast a vision for the future
2. To discuss and apply what we have learned
3. To create action points for each student to take to their community

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## Track 2

### Objectives

1. To develop new skills and techniques to further their communication
2. To prepare students for the next step on the leadership ladder (e.g. apprenticing, student instructor, etc.)
3. To further students abilities in being effective ambassadors for Christ.
4. To gain a better understanding of their purpose for speaking as Christians.
5. To equip students with the tools to progress through and set goals for YSG.

### Day 1

#### Interpretation “Dr. Thomas D’ivinci”

1. To comprehend the steps necessary in choosing, constructing, and presenting an interpretation.
2. To implement the skills previously learned in creating an interpretation
3. To explore new possibilities in expressing and illustrating literature.

Applied Homework: Prose Interpretation here

#### Speaking to peers in the community, “Mango Smoothies”

1. To analyze speakers and their influence in the past and present.
2. To implement the skills learned from watching and listening to great orators.

Applied Homework: Platform Speech

#### “Henry In The Ocean With Emeralds”

1. To evaluate how we consume media
2. To acquire tools to analyze media in our lives
3. To develop an appreciation for methods of media creation
1. To provide opportunity for students to practice and discover their own creativity

### Day 2

#### Current Issues Analysis and Limited Preparation, “Around the World in 60 Seconds”

1. To understand and quickly respond to current issues.
2. To develop a framework for understanding the social relevance of current issues.

Applied Homework: Current Issues

#### “Public Forum Prep and Debate”

1. To gain the vision for the purpose of public forum.
2. To learn the format of a public forum round.

Applied homework: Debate Topical Analysis



## **Track 2 Continued**

### **Day 3**

#### **Analyzing media, “The Music of the Night”**

1. To help students recognize various ways in which the use of music effects their communication
2. To expose students to different styles of music in order to analyze the effectiveness of these styles in communicating a message
3. To emphasize the importance of message and quality within music

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## Fast Track

### Objectives

1. to understand the vision of ICC as a framework for their communication
2. to dive in to communication training alongside other students their age
3. to discuss and interact with advanced concepts within a short amount of time
4. to apply real-world communication to influence their community

### Literary Interpretive “Story time with Avery”

1. To explore the purpose of stories
2. To understand basic principles of interpretation
3. To practice telling stories in conversations
4. To learn to use stories on on the public platform

Homework applied: Prose Interpretation homework

### Platform speaking “So What?”

1. To cultivate appreciation for creative platform speeches
2. To construct a platform speech
3. To discover different styles of platform speaking

Homework applied: Bible Verse with Explanation homework

### Voice projection and inflection “The Megaphone Symphony”

1. To expand on and perfect various vocal abilities.
2. To gain an understanding of how to use one's voice properly on and off the platform.

### Current Issues Analysis and Limited Preparation, “Eyes Open and Mind Clear”

1. To broaden understanding of current issues
2. To organize issues and details in a short amount of time
3. To effectively explain current events
4. To appreciate awareness of current events to engage culture and local community

Homework applied: Current Issue homework

### Public Forum Prep and Debate

1. To appreciate the purpose of public forum
1. To discuss real-world applications of skills learned through debate
2. To analyze a public forum resolution
3. To brainstorm numerous sides to an issue
4. To learn the format of a public forum round

Homework applied: Debate Topical Analysis homework

## **Fast Track Continued**

### **Day 3**

#### **Understanding Faith “Rainbows, Ponies, and Superheroes”**

1. To discover the purpose of Apologetics
2. To spark a desire to communicate your faith with love
3. To cultivate tools for discussing personal and general beliefs

#### **“The End is Not the End”**

1. To equip students to bring the skills they learned back to their communities
2. To discuss how they grew through the event
3. To record the experience of the conference
4. To prepare for the presentation in the closing program

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## Apprentice

### Objectives

1. to gain teaching experience and leadership skills to implement in local Chapters
2. to model initiative and servant leadership for participants and coaches
3. to observe experienced leaders handle responsibilities and lead students
4. to build relationships with interns
5. to deepen understanding of the vision of cultural communication

### Apprentice 2 Objectives

1. to further understand the role of an ICC intern
2. to gain experience and perspective for coaching students
3. to broaden abilities in order to lead in your community
4. to serve as a role model and leader to other Apprentices, participants, and coaches
5. to build relationships with interns
6. to deepen understanding of the vision of cultural communication

### Leadership “Clay Sculptures”

1. To plan leadership and communication goals for the conference
2. To understand and discuss modeling examples for participants
3. To plan for servant leadership roles within the conference
4. To craft lessons and activities to coach communication

Homework applied: BCC, goal-setting, and activity homework

### Community analysis “Streams of Water”

1. To share perspectives on the needs of the local community
2. To plan steps to implement experience into Chapter
3. To exchange experiences, memories, and lessons learned during the conference
4. To suggest more effective methods for upcoming events

Homework applied: Apprentice 2 Community Analysis homework

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## **Beginning Public Speaking**

### **BPS/BPS+**

1. To cultivate an excitement for communication
2. To expose students to the foundations of communication
3. To give students practical experience and guidance in public speaking
4. To practice giving different kinds of speeches

### **BPS+**

1. To give advanced students opportunities to practice peer leadership
2. To practice giving positive critiques
3. To receive focused training in developing lasting leadership and communication skills

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## Leadership Training Day Objectives

### Iceberg in Root Beer (Jump Start)

1. To create a platform speech
2. To analyze a speaking style
3. To inspire better communication

### Level Up

1. To address the questions of students regarding ICCFS presentations

### Arguing and Stuff

1. To foster an environment for discussion of debate questions and resolution
2. To be able to analyze judges and partners in Public Forum debate
3. To model the analysis of Public Forum resolutions

### Guided Carriages

1. To coach debate purposefully and sensitive to needs of students
2. To practice analyzing a speaker from an argument and oratory perspective
1. To brainstorm possible topics for Public Advocacy or Oratorical Analysis

### The First Beginning (Jump Start)

1. To expand student's knowledge of the Young Speakers Guild
2. To develop the next steps in students individual communications training

### "Tour Le Dos"

1. To motivate students to complete YSG II
2. To assist students in setting personal goals
3. To empower students to achieve their goals

### "The Magic Number"

1. To gain an understanding of the purpose of YSG
2. To set goals for accomplishing YSG
3. To set steps for reaching the goal of completing YSG

### "When in Doubt... C4"

1. To explore opportunities and options for communication training after induction into the Young Speakers Guild
2. To brainstorm possibilities to receive Cross-Cultural Communication Certification
3. To express ideas considering the culture of the audience

### "Blueberries" (Jump Start)

1. To become familiar with possible leadership opportunities
2. To cultivate a desire for leadership
3. To obtain knowledge of basic leadership principles



## Leadership Training Day Continued

### **“Opportunity, Unity, Community”**

1. To discover effective ways of fulfilling Student Leader roles
2. To foster community within a Chapter and during Chapter meetings
1. To develop unity of purpose with other Student Leaders

### **“So You Want to be an Intern”**

1. To share experiences
2. To cast a vision for the possibilities future can hold
3. To answer questions the students may have about internship

### **“You’re the Butter to my Bread”**

1. To cultivate a passion for local community
2. To empower students to action
3. To give students tools to reach diverse audiences

### **“Dumb Waiter” (Jump Start)**

1. To cast a vision for future leadership opportunities
2. To assist students in setting personal goals
3. To empower students to achieve their goals

### **“Awesome Purple People”**

1. To enhance leadership skills
2. To develop a game plan
3. To learn team building

### **“Rare Soup Association”**

1. To cultivate knowledge about the Recommended Staff Assistant program
2. To inspire students to take the next step towards RSAing
3. To spark a desire for servanthood

### **“\*Sigh\*”**

1. To encourage students to embrace different leadership roles
2. To Prepare students for the role of student instructing
3. To develop an appreciation of the student leadership community

### **“The Key and The Kite”**

1. To discuss advanced levels of leadership within ICC
2. To receive one-on-one advice and counsel about expanding involvement in ICC