



First Speaker: Dr. Stryker Calvez

Dr. Calvez is the Educational Development Specialist for Aboriginal Engagement and Education with the Gwenna Moss Centre for Teaching Effectiveness. He holds a Doctor of Philosophy degree in sociocultural applied psychology from the University of Guelph (2014).

- it is important for public events to begin with an acknowledgement of Indigenous Lands
- e.g. “Let us acknowledge that we are on Treaty 6 territory and the homeland of the Métis”
 - (adjust for locations outside of the Saskatoon area – for instance, Regina is Treaty 4)
- this statement and practice has been officially endorsed by the UofS as of last summer
- first, it serves to educate the audience and share information
- second, it acknowledges our common history and the role that Indigenous Peoples have played
- third, it furthers present-day efforts toward reconciliation and recognition
- Speakers Bureau members can play an important part in disseminating this practice off campus
- try not to rush through the statement (i.e. pause and take a breath before continuing afterward)
- the statement should be genuine, so do not feel pressured to say it if you are uncomfortable

Second Speaker: Dr. Garrett Richards

Dr. Richards is a postdoctoral fellow with the School of Environment and Sustainability, while also serving as coordinator for the UofS Speakers Bureau. He holds a Doctor of Philosophy degree in environmental studies and political science from the University of Victoria (2016).

- the basic process is: campus experts submit topics, which are posted to the website “library”
 - members of the public can fill out a request form to arrange a free-of-charge presentation
- request forms come to the Bureau coordinators; each is forwarded to the pertinent speaker
 - arranging the talk is done directly, between the speaker and the requester
 - honorariums are not expected, but you may ask that the requester cover your travel costs
 - the Bureau itself does not arrange talks or negotiate travel costs
- in general, when speaking: keep things simple, use an outline, and highlight takeaway messages
 - acknowledge the Bureau and the Office of Community Engagement and Outreach
- if using slides, use minimal text (it should be large and high contrast) and employ visuals
- concentrate on stories, people, experiences; avoid controversy, jargon, too much breadth
 - be conscious of the length planned for the presentation
 - consider interactivity
- beware of speaking too quickly or too quietly, looking away, moving too much, mumbling
 - consider scripting your opening and closing lines, and employ humour if appropriate

Group Discussion

While the orientation was quite sparsely attended, the intimacy of the group enabled excellent group discussion. Attendees were invited to ask questions as well as share their own experiences and suggestions, especially with regard to speaking for younger audiences.

- demo material (i.e. something participants can touch) is very engaging for elementary audiences
 - but plan for a bit of chaos when those materials are first made available
- if speaking to a class, clarify with the teacher ahead of time about what role they will play
 - e.g. do you want them to quiet the class and keep things under control?
- respond to “emergent moments” (students interrupting you, or whispering, about the topic)
 - doing so effectively, instead of ignoring the disruption, makes a difference for learning
- in general, put thought into how you might effectively engage with the audience’s age group