



Speak Up!

Lesson 8 - Presenting with conviction

Objective: to present a speech in a way that is both compelling and engaging

Materials needed: white board, markers, timer or stopwatch

Lesson plan:

1. Greet students
2. Ask the students about the three key components of projecting confidence - voice, body language, eyes - and how they can use them to present a speech confidently.
3. Watch three videos of confident public speakers; these can be famous speeches or simply TED talks. You don't have to watch the entire speeches, since this may take up too much time - one or two minutes is enough. Tell the students to pay attention to the way the speakers present their speeches, and specifically, their voice, movements, and choice of words.
4. Ask the students whether the speakers used any filler words (um, ah, like, well, see, so) - they will probably say no. Explain to them that it's important to limit filler words as they distract from the content of your speech, especially in more formal settings. Discuss how often the group uses filler words, even in normal conversation.



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Lesson plan:

5. Divide the group into pairs and choose a topic to talk about. Have one person from each pair give a two minute long speech without any preparation. Whenever they use a filler word, the other person should shout that word back to them and count the number of times they used filler words.

Please note: the goal of this activity is to become more aware of the use of filler words, not to shame students for using them. Ensure that the class is a supportive environment and allow students to pair up with friends so that they feel more confident participating in the activity.

6. Talk about the importance of movement in a speech, including both hand gestures and walking around the stage. Discuss what makes a movement “confident” - expansive hand gestures are seen as a sign of confidence, yet fidgeting with one’s clothes is usually perceived as nervousness.

Try to direct the discussion so that they realise the answer is purposeful: thought-out and purposeful movements are seen as positive, and unconscious movements tend to be perceived as negative.

7. Divide the group into pairs again and give each pair a speech written on a piece of paper. Ask them to plan out the movements the speaker will make. Give the speech to a volunteer to present the speech with the instructed movements.