

Check out these [blog posts](#) that highlight public speaking lesson ideas:



A person wearing a light blue blazer over a white shirt, with glasses hanging from their neck. They are holding a silver microphone in their right hand and a notepad in their left hand. The background is a solid teal color.

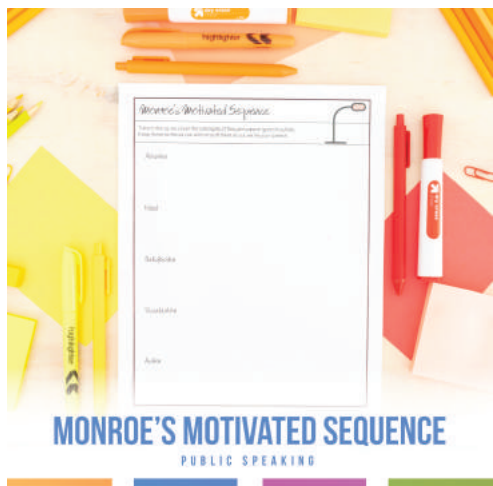
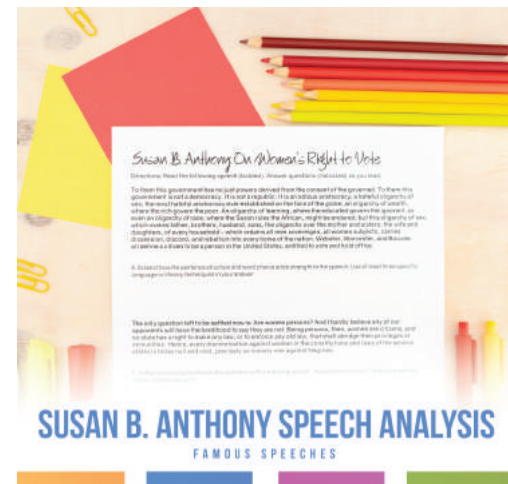


Podcast

Directions: Answer each following question on the podcast plays.

1. What is the title of the podcast? Evaluate the effectiveness of the podcast's title.
2. Is the podcast part of a series? As a public speaker, why would/should it be part of a series? What would be the difference?
3. Who is the host of the podcast? Evaluate it as a speaker's ethos.
4. Who is the publisher? Why does it matter whom you listen to?
5. What is the podcast about?

PODCASTS & QUESTIONS
PUBLIC SPEAKING



Public Speaking Activity



candy
fun

<https://languageartsclassroom.com/2015/04/public-speaking-activities.html>

Objective: Students will practice presenting in front of an audience and gain confidence in public speaking.

Preparation: Buy small candies, such as Skittles.

Process: Brainstorm guidelines with students. These could include eye contact, volume, or any other speaking component.

Activity: Pass around the candies and ask students to take as many pieces of candy as they like... but not to eat them yet. Pass the bag around.

When students are finished, tell them they must present a fact about themselves for each piece of candy. 15 pieces of candy? 15 facts.

Variations: This process also works with review. 5 pieces of candy? Review 5 facts with the class concerning public speaking terms.

Closure: After speaking, students may eat their candy. Close by asking students how they feel about presenting about themselves. Were they relaxed? Do they prefer having a prepared speech?

Public Speaking Activity



tone

<https://languageartsclassroom.com/2015/04/public-speaking-activities.html>

Objective: Students will practice and experience “tone” in a public speaking setting. The dictionary defines “tone” as any sound considered with reference to its quality, pitch, strength, source, etc.

Preparation: Print the student pages. Decide which variation of the activity: group or partner.

Process: Define “tone” with students. Explain that students may not realize the impact their tone has on the audience’s reception of their message. In everyday conversation, students may not realize their tone can send a contradictory message than they intended. This can affect them personally and professionally.

Possible Activity One: One student should have both the “tone” and the “quotes” sheet. The student should face the group or partner and say a quote with one of the “tones.” Students should guess the tone and discuss their choice. Students may switch roles when the non-speaker correctly identifies the tone.

Possible Activity Two: The speaker should have the “tone” sheet. The other person or group members should verbally provide him or her with a “quote.” The speaker will then say the quote in two different tones, but very similar tones. (Example: annoyed and disgusted.) The partner or group members will then explain the difference between the tones and what the differences are.

No matter the activity, circulate the room and encourage discussion among students. Connect their experiences with tone to instances in their lives.

Closure: As a closing activity, students may write about what they learned playing this game. They may reflect on a time they were confused by the message and tone, or a time they perhaps gave another person an unintended meaning.

Public Speaking Activity



Quotes

1. I need that.

2. Will you hand me those?

3. Stop.

4. Hello.

3. Where have you been?

6. I haven't seen you in a long time.

7. When are we leaving?

8. Who is on the phone?

9. What grade did you get?

10. We're out of bread.

Public Speaking Activity

A purple speech bubble with a white outline, containing the word "Tone" in white cursive script.

Tone

1. mad
2. confused
3. angry
4. happy
5. stoic
6. amused
7. excited
8. anxious
9. dismissive
10. annoyed
11. pleased
12. disgusted

Public Speaking Activity

nonverbal
communication

<https://languageartsclassroom.com/2015/04/public-speaking-activities.html>

Objective: Students will understand how they already use nonverbal communication in their lives.

Preparation: You might need to move to the hallway to complete this activity. Students will spread out.

Process: Ask students to stop talking. Tell them that they are no longer allowed to talk to each other. Then ask them to form a line in alphabetical order of their middle names.

Activity: Watch as students line up. Remind them not to use verbal communication. I have students line up by order of their middle names since they typically know everyone's last names. They experiment with different forms of nonverbal communication and have fun. Most often they make a capital letter with their fingers. If some students know middle names, they will switch classmates around.

The real practice is when students realize many of them have a middle name that starts with the same letter. "A" is a common one. Then students must figure out how to communicate the second letters of Aaron, Ann, Alice, and Abraham.

Closure: This is a perfect activity to introduce nonverbal communication. Normally, we return to the classroom and discuss techniques used. Then we begin studying elements of nonverbal communication.

Public Speaking Activity



eliminate
fillers

<https://languageartsclassroom.com/2015/04/public-speaking-activities.html>

Objective: Students will become aware of unnecessary fillers in their speeches and work to eliminate the fillers.

Preparation: Decide the length of speeches and the possible topic. Decide when to do this activity. Students can become stressed with this speech, so consider completing this activity after you have created a strong classroom community. This activity is perfect after the first formal speech. Students need to decompress, but they also need to eliminate fillers.

Process: Ask students to think of common fillers. Write them on the board or overhead. Discuss that fillers don't positively add to spoken communication. Examples include: um, yeah, like, uh.

Activity: Students must then give a speech on the chosen topic for the allotted time. If a student uses a filler, stop the speech. Normally, other students will catch the filler.

The speaker must restart the speech if he or she uses a filler.

Closure: After speaking, ask students how they plan to eliminate fillers from their speeches. Practice and an awareness of fillers often help.

Public Speaking Activity



goal
setting

<https://languageartsclassroom.com/2015/04/public-speaking-activities.html>

Objective: Students will set a goal and work toward it by implementing constructive feedback.

Preparation: If you would like students to set a specific goal, you might give them goal-setting cards (these are included in subsequent pages or create a digital document for them. Decide whether you would like students to choose their own groups or if you would like to create them.

Process: Students will get into small groups and present part of a speech they are currently practicing.

Activity: Students should share their goal with their groups. Then, they should present part of their speech (or the entire speech) to their group. The other group members should then provide feedback on how the speaker is meeting his or her goal. Observers should also explain how they see improvement toward that goal.

Students will then switch so that everyone has a chance to present and receive feedback about their goal.

Closure: Regroup students and discuss what insights provided.

Speech:



Goal:

Plan of Action:

Speech:



Goal:

Plan of Action:

Speech:



Goal:

Plan of Action:

Speech:



Goal:

Plan of Action:

Public Speaking Activity



<https://languageartsclassroom.com/2015/04/public-speaking-activities.html>

Objective: Students will organize and present a speech on an unprepared topic.

Preparation: Decide how long you want students to prepare and how long you want them to present. Cut apart the speaking topics included in the following pages. (You may also like to create your own prompts, or have students create these for their classmates as a pre-activity.) Put the papers in a small container. Make copies of the rubric.

Process: Students will randomly draw a topic, prepare their thoughts, and present a speech.

Activity: Students will speak without much preparation throughout their lives. Ask them to think of times that this will happen: job interviews, presenting for clients, and dealing with customers. Then provide your parameters for students: drawing topics, prep time, and presentation time.

Students can volunteer to present or you can randomly choose names. Remind students to be proper audience members. Grade students as they present.

Closure: Ask students what they learned about impromptu speaking.

Can one person change the world? Explain.

What video game character would you like to be? Why?

Think of your house/ apartment. Describe the room where you feel the most comfortable.

As a permanent marker, what would you write?

Explain the theme song of your life. (This can be a professional or unpublished.)

Who do you text/ chat with the most? Why is this?

Pretend someone gave you \$50 - just to be nice! What would you do with it?

Choose an electronic device that is popular right now. Describe the device & its purposes to someone who lives 100 years in the future.

Explain a skill you wish you had. (e.g., twirling a basketball).

Describe the best pet you could have.

When you were younger, you had ideas about school. How have those ideas changed?

Where is the perfect vacation spot? Why?

Are you allowed to stay home by yourself? What rules do you have?

What fact do many people not realize about you?

What holiday would you add to the calendar?

What sort of part-time job appeals to you?

When you leave your home, what do you always have with you? Why is this?

What holiday holds the most emotions for you?

What is something every person should do every day?

What historical figure still influences our present society?

Impromptu Speaking Prompts

Impromptu Rubric



eye
contact

volume

message

flow

hand
gestures

standing/
positioning

organized/
transitions

inflection &
tone

audience
engagement

attitude/
effort

Impromptu Rubric



eye
contact

volume

message

flow

hand
gestures

standing/
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effort