Presenting With Confidence

Speech and Debate

Adam Yeargin
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Grade Level	9th – 12th Grade	**Time Frame**	1-2 class period(s)
Subject	English/Language Arts	**Duration**	120 minutes
Course	Composition, Creative Writing		

Essential Question

What does confidence look and feel like? Is confidence innate or learned? How can you manage feelings to appear and feel more confident?

Summary

In this lesson, students will discuss aspects of performance anxiety when speaking in front of an audience. They will identify strategies to manage these symptoms and create a tool to help improve their confidence when speaking to a group.

Snapshot

Engage

Students generate a word cloud to express their thoughts about talking or presenting in front of an audience.

Explore

Students compare their feelings before and after presenting in front of a group.

Explain

Students watch and discuss videos related to anxiety and other feelings surrounding public speaking and how to address and manage these feelings.

Extend

Students create a plan to prepare for managing anxiety prior to their next speech.

Evaluate

Students reflect on the lesson, considering what they did, why it matters, and how they will apply their new knowledge going forward.

Standards

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.1.L.1: Actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.
9.1.L.2: Actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.
9.1.S.3: Conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

Attachments

- I Thought I'd Feel—Presenting With Confidence - Spanish.docx
- I Thought I'd Feel—Presenting With Confidence - Spanish.pdf
- I Thought I'd Feel—Presenting With Confidence.docx
- I Thought I'd Feel—Presenting With Confidence.pdf
- Lesson Slides—Presenting With Confidence.pptx
- Note Catcher—Presenting With Confidence - Spanish.docx
- Note Catcher—Presenting With Confidence - Spanish.pdf
- Note Catcher—Presenting With Confidence.docx
- Note Catcher—Presenting With Confidence.pdf
- Sample Speeches—Presenting With Confidence - Spanish.docx
- Sample Speeches—Presenting With Confidence - Spanish.pdf
- Sample Speeches—Presenting With Confidence.docx
- Sample Speeches—Presenting With Confidence.pdf
- What So What Now What—Presenting With Confidence - Spanish.docx
- What So What Now What—Presenting With Confidence - Spanish.pdf
- What So What Now What—Presenting With Confidence.docx
- What So What Now What—Presenting With Confidence.pdf

Materials

- Lesson Slides (attached)
- Student devices with Internet access
- 1-2 minute speech of any kind (prepared prior to the lesson)
- Sample Speeches (attached, optional)
- I Thought I'd Feel... handout (attached, one per student)
- Note Catcher (attached, one per student)
- Poster paper and markers for anchor charts
- What, So What, Now What handout (attached, optional)

Engage

Teacher's Note: Lesson Preparation

Before the lesson, prepare for the Engage activity by starting a class word cloud using PollEverywhere, Mentimeter, or another word cloud generator. (Depending on which tool you choose, you might be required to set up an account if you haven't already done so.) There is a space on slide 5 of the attached **Lesson Slides** to insert a link or code for whichever platform you choose to share with students.

Additionally, this lesson works best when students come to class with a prepared 1-2 minute speech (of any kind) to use in the Explore activity. This can be a speech created for a previous assignment and does not need to be something made specifically for this lesson. Giving students the opportunity to practice the delivery is more important than the content of the speech. If students do not have anything prepared, they can use a short monologue or a speech found online. The attached **Sample Speeches** document includes a few options that students can use if necessary.

Display **slide 5** of the attached Lesson Slides. Begin by asking students to reflect on the following question:

> What words come to mind when you think about talking or presenting in front of an audience?

Create a class word cloud with students' responses. Students can add words using their own devices and the link you provided, or you can enter the words as they share out. Observe the trends that you see emerging, and use the larger words (those with greater representation) to guide discussion about the general feelings students have about public speaking.

Explore

Divide the class into groups of 4-6. Display **slide 6** and pass out a copy of the attached **I Thought I'd Feel** handout. Using a modified version of the I Used To Think, But Now I Know instructional strategy, ask students to consider their thoughts before delivering a speech to their group. Give students a few minutes to complete the left side of the handout only ("I Think I'll Feel..."), anticipating their feelings prior to speaking in front of the group.

Teacher's Note: Group Size

Instead of breaking students into small groups, you could also use this lesson to address speaking in front of a large group. This approach will require significantly more time to give everyone a turn to speak, but it can lead to a truer representation of the anxiety that results from public speaking. Use your discretion as to how to organize the grouping, as the structure of this lesson can be applied in multiple scenarios.

Display **slide 7.** Allow students time to take turns speaking in front of their groups using the 1-2 minute speeches of their choice.

Display **slide 8.** After the students have finished speaking in front of their groups, give them time to complete the right side of the handout ("But I Actually Felt..."), describing what they felt as they were speaking and how they feel now that they've finished speaking.

When students have completed their handouts, give them an opportunity to share with the class and compare their thoughts and feelings.

Explain

Display **slide 9** and pass out a copy of the attached **Note Catcher** handout to each student. Using a variation of the Jigsaw strategy, divide the class into three groups and assign a different video (linked below) to each group, such that each student will watch only one video.

As members of each group watch their assigned video, ask them to use their Note Catchers to collect ideas for managing anxiety and building confidence in public speaking. Allow 7-8 minutes for this activity.

- How To Deal with Anxiety: Oral Presentations
- Public Speaking Anxiety Tips
- 3 Tips To Boost Your Confidence

Teacher's Note: Word Cloud Revisited

As you discuss the videos during the next activity, you'll revisit your class word cloud. Space is included on **slide 10** where you can embed a screenshot of the word cloud if you'd like to do so.

Display **slide 10.** Bring students' attention back to the whole group, and begin a discussion in regard to the main ideas students have taken from the videos. Have students share out ideas and techniques that they learned for managing performance anxiety, and, when appropriate, have them practice those techniques as a class (deep breaths, stance, eye contact, etc.). Create an Anchor Chart to facilitate the discussion of the following:

- what these techniques would look like in practice;
- how they address the feelings students brainstormed on the word cloud; and
- the feelings students listed during the I Think I'll Feel, But I Actually Felt activity.

Be sure to distinguish between inward-facing and outward-facing techniques. Review the word cloud as a class to make sure that all the main ideas have been addressed.

Teacher's Note: Inward- and Outward-Facing Techniques

Inward techniques include visualizing, deep breaths, and practicing, whereas outward techniques include making eye contact, maintaining an appropriate stance, and engaging with the audience.

Extend

Display **slide 11.** Inform students that they will be creating a personal plan that will allow them to thoughtfully prepare to manage their nerves before their next speech.

Display **slide 12.** Have students create their plans using the guidelines shown on this slide. They should each create a plan using a checklist format or another format of their choice. They can keep and use this plan the next time they are preparing to give a speech in front of a group.

After giving students sufficient time to work on their plans, have them trade tools with a partner for peer evaluation. Give students time to make revisions based on any feedback or suggestions they received.

Optional Tech Integration

Consider giving students the option of creating their final products using an online tool, such as Venngage, Infogram, Easelly, or Bannersnack.

Evaluate

Display **slide 13.** Have students record a short video reflection on the lesson using the What? So What? Now What? strategy. Ask students to describe what they did in this lesson, why it's important, and how they will apply it going forward. Allow them to film themselves answering these questions using Flip, or have them film using use their device's camera app and submit their videos via Google Classroom, Canvas, or any other classroom management system. If technology is a barrier, use the attached **What, So What, Now What** handout as an alternative.

Teacher's Note: Flip

If you elect to use the Flip option, you'll need to set up a Flip ahead of the lesson where students can go to create their videos.

Resources

- Communication Coach Alex Lyon. (2017, February 18). Public speaking anxiety tips [Video]. YouTube. https://www.youtube.com/watch?v=VEStYVONy-0
- K20 Center. (n.d.). Anchor Charts. Strategies. https://learn.k20center.ou.edu/strategy/58
- K20 Center. (n.d.). Flip. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1075
- K20 Center. (n.d.). I Used To Think...But Now I Know. Strategies. https://learn.k20center.ou.edu/strategy/137
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8
- K20 center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). PollEverywhere. Tech Tools. https://learn.k20center.ou.edu/tech-tool/662
- K20 Center. (n.d.). What? So What? Now What? Strategies. https://learn.k20center.ou.edu/strategy/179
- Podell, L. (n.d.). Compare the two speeches [Resource]. https://www.thesojournertruthproject.com/compare-the-speeches
- Study with Jess. (2016, February 17). How to deal with anxiety: Oral presentations [Video]. YouTube. https://www.youtube.com/watch?v=nusA6uzZe7k
- TED-Ed. (2015, October 6). 3 tips to boost your confidence [Video]. YouTube. https://www.youtube.com/watch?v=l_NYrWqUR40