



Public Speaking: Three Types

The Bonner Community Engagement Curriculum

BWBR Description: *Bonner Curriculum workshop teaches participants strategies to better work with their supervisors, an important skill in leadership development.*

Overview:

In this workshop, participants will be exposed to the art of Public Speaking through peer review. The facilitator, well versed in public speaking will guide and provide input, while allowing the actual participants to learn from each other. This workshop aims to not only make people more comfortable with public speaking, but actually improve the quality and effectiveness of their verbal and physical communication.

As a note, you must give participants a prepared speech topic (same topic or question for all participants) about a week before the training. Instruct that speeches should be no longer than 1 minute. You can make this relate with any of your program's elements (i.e. give a 1-minute presentation about your site, about an issue you care about, etc.)

Category:

Public speaking; communication; leadership skills

Level:

Since great public speaking takes practice, this training is recommended for program retreats and all-group trainings. It may be done repeatedly and still yield results.

Involve a public speaking teacher or group (like Toastmasters) from your local area if you would like. The training plan can be shared with them.



**suitable
for all
levels**

Recommended

Bonner Sequence: This training is recommended for Bonner students as part of a mid-year or program retreat. It can also be done in All-Bonner Meetings, perhaps involving some mixing of class groups and mentoring (Bonner Buddies or families).

Learning Outcomes:

This workshop will enable participants to:

- better understand how to connect with an audience;
- identify bad speech habits and avoid them;
- and, pinpoint strong speech habits to utilize them.

Materials:

- Index Cards
- Writing utensils
- Sheets of paper/Notepads
- Flip Chart/Markers or Whiteboard
- Stopwatch or some kind of timer
- Prompt cards for extemporaneous and impromptu topics - make these on index cards (usually chosen out of a hat or cup)

How to Prepare:

Familiarize yourself with the content of the training and create own prompt cards and other prep materials to share. Make sure you model the tips and tools yourself! Watch those “umms” and “likes.”

How to Do/Brief Outline:

You will need to calculate the time needed based upon the group size and context. With a large group, you'll want to use sub-groups or teams to keep sections 3 (1 minute per person) and 5 (3 minutes per person) to a limited time frame. For instance, use groups of 6 for prepared speeches and groups of 4 for extemporaneous speeches.

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| 1. Discussion: What makes good speech | suggested time 7 minutes |
| 2. Discussion: What makes a bad speech | suggested time 7 minutes |
| 3. Prepared Speeches | suggested time 1 min per person |
| 4. Extemporaneous Speech-Prep | suggested time 15 minutes |
| 5. Extemporaneous Speeches | suggested time 3 minutes each |

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| 6. Impromptu Speeches | |
| various rounds until list is exhausted | suggested time 15 minutes |
| 7. Reflection | suggested time 20 minutes |

Part 1) Discussion: What Makes a Good Speech

Suggested time: 7 minutes

In this section, the goal is to briefly introduce each other and engage participants by asking them to share what they think are the components of a good speech. As they list them write their ideas on the flip chart for brief discussion after. (You want to have at least 10 elements written down).

Make sure that you emphasize the importance of understanding your audience and how to cater your speech with that in mind.

In the event that the discussion dies down, use these examples: good eye contact, clear content, voice projection, etc.

Part 2) Discussion: What Makes a Bad Speech

Suggested time: 7 minutes

Proceed with the same routine you did previously with the elements of a good speech this time listing them on a different sheet of flip paper show everyone can see the comparison to the good speech elements. (Have at least 10 elements as well). Try using these examples to keep the discussion flowing: inaudible speech, verbal garbage, unpreparedness, etc.

Part 3) Prepared Speeches

Suggested time: you'll need 1 minute per participant, plus some transition time; if doing with a larger group (Bonner Program), divide into teams (6-8 each) to keep time to about 10-12 minutes

Note: For the three speech exercises you will need a stopwatch (or some kind of timer) in order to track time of the speeches. (If the participants would like, you can give signals at certain intervals to let them know how much time they have left.)

After the discussions the participants will have to present their one minute prepared speeches. Before this training, you will have to assign the participants a topic (ideally

the week before, the previous night, or earlier in the day before the training) so they have time to prepare their one minute speeches.

After each one's speech their peers (the other participants) will give constructive criticism on their speeches (what they did well and what they could work on). This pattern will follow for each speech activity.

Part 4) Extemporaneous Speech-Prep

Suggested time: 15 minutes

Explain what an extemporaneous speech is: a speech given after very little time to prepare. Randomly give one of the index cards to the participants or let them just randomly choose one. They have 15 minutes to prepare a 3 minute speech, in which they can use some quick notes if they have any (i.e. bullet points).

Extemporaneous Speech Topics:

- ❖ If you could change one thing about the world what would it be?
- ❖ If I could visit only three countries they would be...(and why)?
- ❖ What is one of your most cherished childhood memories and why?
- ❖ "The Most successful person I know is..."
- ❖ "The greatest gift we can give others is..."
- ❖ "The most important life lesson I've learned so far is..."
- ❖ "If I was invisible for a day..."
- ❖ "If I could only accomplish one thing in my life, I would like to..."
- ❖ What is the best advice you have ever been given?
- ❖ What are the three keys to a happy life?
- ❖ If you wrote a personal mission statement what would it say...and why?
- ❖ If you could eat dinner with 3 people (living or dead) who would they be and why?
- ❖ Everything you need to know in life, you can learn in kindergarten. Discuss.

Part 5) Impromptu Speeches

Suggested time: 30 seconds per participant, continue until time is exhausted

Note: Before this part of the training you should have written out the topic on index cards.

This is the last speech exercise in the training and you can explain what an impromptu speech is (a speech that is given after very little or no time to prepare) or ask anyone in

the group if they have any idea what it is. This exercise will involve some quick thinking and ad-libbing but will be very interactive and fun to do.

This will also be timed with 30 seconds as the length of speeches and ONLY 5 seconds to read the topic you give them and quickly prepare. Continue this process until the list is exhausted but you will NOT be critiquing everyone's speech after they give them.

Have someone keep time vigorously!

Impromptu Speech Topics:

- ❖ Why doesn't glue stick to the inside of a bottle?
- ❖ What does the PU stand for in the phrase "P U that stinks"?
- ❖ How can you determine if you're addicted to Facebook?
- ❖ What type of Animal is the snuffaluffagus?
- ❖ You are an ant. Convince an anteater not to eat you?
- ❖ Barefoot...
- ❖ When sign makers go on strike, is anything written on their signs?
- ❖ Cooler ranch...
- ❖ Security blanket...
- ❖ You are a famous rock star. Explain what the lyrics of your latest hit song mean.
- ❖ To be or not to be?
- ❖ Describe how you would modify a snail to make it go faster.
- ❖ Convince a school principal to give students the day off on their birthdays.
- ❖ What should you do when an endangered animal eats an endangered plant?
- ❖ You are a salesperson trying to sell us the shirt you have on.
- ❖ Who stole the cookies from the cookie jar?
- ❖ Why do they call him Donkey kong if he's not a donkey?
- ❖ Create a myth that explains why pelicans have large beaks?
- ❖ You are a famous circus performer with a skill no one else has. What's your act?
- ❖ How do bees make honey?
- ❖ When does it stop being partly cloudy and start being partly sunny?
- ❖ Pinball wizard...
- ❖ You are a mad scientist. Tell us about your latest invention.
- ❖ So really, hat came first: the chicken or the egg?
- ❖ What should Little Red Riding Hood done differently?
- ❖ Jelly Belly...
- ❖ Why does the Easter Bunny carry eggs? (Rabbits didn't lay eggs...fyi.)
- ❖ Quantity or Quality?
- ❖ Describe the life cycle of a frog.

Part 6) Reflection

Suggested time: 20 minutes

Now that everyone has an idea of these various forms of speeches and their abilities within each, you can discuss this with them.

Make sure to ask: which one they liked the most, which one they thought they did best on, and which one was the hardest.

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After this training everyone should have an idea how to give a good speech and stay away from certain habits that might take away from their speech's value. This training will hopefully show their abilities and also let them know what they need to work on. If you as a facilitator have any advice or personal experience that you would like to share then this would be a great time to do so.