

Lesson Plan

School: *Grigore Moisil National College*

Lesson: Nonverbal communication in public speaking

Time: 50 minutes

Aim: Students will strengthen their nonverbal communication skills by making better use of body language elements during a speech.

Resources: worksheets, notebooks, video-projector, laptop

Methods: Conversation, explanation, group work, individual work

Warm up

Time: 5'

Aim: to engage students with the topic of the lesson

Procedure: Teacher asks students about the importance of body language during a speech. Students share their ideas with the class.

Activity 1

Time: 10'

Aim: to identify how speakers use body language during a speech

Procedure: Students watch a short TED talk and identify how the speaker uses body language and her voice to make her speech more compelling.

https://www.ted.com/talks/hannah_brencher_love_letters_to_strangers?referrer=playlist-short_talks_to_watch_during_yo&autoplay=true

Students share their ideas with the class.

Activity 2

Time: 15'

Aim: to learn how to use body language in order to deliver a compelling speech

Procedure: Students watch the video below and identify seven tips about body language in order to give an amazing talk.

How To Give A TED Talk Series: 7 Body Language Tips From A Master TEDx Public Speaker Coach

<https://www.youtube.com/watch?v=MBLJPavUg4>

After watching the video, students present the tips in the video, revisit the first video and give examples.

Activity 3: Time to write

Time: 15'

Aim: to understand the impact body language has on the audience

Procedure: Teacher provides students with the following guiding questions so that they can rate their performance.

- *Do you stand straight with your shoulders back when you speak?*
- *Do you focus on a person or several people during your speech?*
- *Do you make eye contact with your public?*
- *Do you move while you present your ideas?*
- *Do you emphasize your ideas using emphatic gestures?*
- *Do you project your voice to the public?*
- *What do all these gestures mean to the public? How all these gestures contribute to your speech?*

Students respond individually, give examples, then in small groups share their ideas and receive feedback.

Activity 4: Independent Reflection Checkpoint

Time: 5'

Aim: to reflect on the things presented during this class

Procedure: Individually, student take time to reflect on what they have learnt and answer the following questions.

- *Is there something new you have learnt today? How is it going to help you deliver a more compelling speech?*
- *Is it enough just to have a good speech to convince audience? How can you use body language to better engage with the public during a speech?*