

# Getting Started: Basic Reading/Public Speaking Exercises

Students will discuss what makes for an effective public reading, and what they should keep in mind when speaking/reading in public. They will engage in a variety of exercises designed to help them think about projection, enunciation, body posture, etc. as well as to get them comfortable reading in front of an audience.

## OBJECTIVES AND SKILLS

By the end of this lesson, students will:

- Be able to identify the main practices of effective public speaking
- Have tools to help them practice their projection, enunciation, etc.
- Have strategies to help them feel more comfortable reading in public

## FIVE EXERCISES TO TRY WITH YOUR STUDENTS

### 1. *General Discussion on Public Speaking*

What things do we always want to keep in mind when speaking and/or reading in public?

Have kids demonstrate as they create the list (some things that should be on the list are):

- Eye contact
- Body posture
- No Fidgeting
- Projection: make sure that you can be heard
- Enunciation: make sure that you can be understood
- What else?

### 2. *Projection (Vocal Exercises)*

Begin by talking about why these exercises are important: why do them & what is the purpose?

Use your diaphragm to project your voice so that you can be heard loudly and clearly by everyone in the audience.

Practice projecting (repeating: hey hey hey; he, he, he; ha ha ha...)

### 3. *Enunciation (Tongue Twisters)*

Have kids model in whole group, trying first quickly then slowly

In pairs/groups, choose one of the below tongue twisters & practice (10 times each — go as slow as you necessary to make each word clear; start again if you make a mistake)

“You need unique New York”

“Peter Piper picked a peck of pickled peppers”

“Sally sells sea shells by the sea shore”

### 4. *Conquering Your Nerves*

Since it is often easier to speak for someone else instead of as ourselves, have students create circumstances for their speech.

Students answer:

Who could you be?

Where are you?

Who are you talking to?

What do you want the listener to do as you speak?

How will you make them do this?

Ask students to practice reading their pieces out loud imagining the personas, the audience/listeners and the circumstances they have created for themselves.

### 5. *Practice Reading Aloud in Groups*

In groups, practice reading your piece (or a section of it) paying attention to projection and enunciation.

Share as a class:

Everyone share at least one sentence/short passage

Get some feedback from the class