

Public Speaking Confidence Worksheet

A gentle way to use this resource

Begin anywhere. Read one section at a time, choose only what fits, and skip, adapt, pause, or stop as needed. Try one practice before adding another. Reflection is an invitation, not a requirement.

Created by Michelle D. Elder, MSW, LMHC | My Reflective Collective

Educational wellness material. Not therapy, diagnosis, medical advice, crisis care, or a substitute for individualized professional support.



Before you begin

Take a moment to notice where you are starting. There is no correct answer and no requirement to complete every prompt.

What is most present?	What would feel supportive?
[ ] Tension or restlessness [ ] Heavy emotion [ ] Numbness or shutdown [ ] Racing thoughts [ ] Low energy [ ] Something else: _____	[ ] More steadiness [ ] More clarity [ ] Comfort or rest [ ] A practical next step [ ] Connection or support [ ] Something else: _____

A simple rhythm

1. Notice	Name what is happening without judging it.
2. Choose	Select one prompt or practice that fits your energy and circumstances.
3. Try	Use it gently for a clear amount of time. Smaller still counts.
4. Check	Notice whether you feel even slightly steadier, clearer, safer, or less alone.

Low-energy option

Read only the headings. Circle or note one sentence that feels useful. Then choose one action that takes five minutes or less. You can return later; stopping is allowed.

A person-centered worksheet for practicing self-respect, believable encouragement, and inner steadiness.

Use this at your own pace. Skip, adapt, pause, or stop. You are allowed to choose what fits your body, culture, privacy, energy, safety, access needs, and real-life limits today.

A printable reflection and practice resource

CONFIDENCE PRACTICE SERIES

Speaking With More Confidence

A practical, compassionate workbook for public speaking anxiety

NOTICE PRACTICE REFLECT

Understand Try one step Learn and adjust

A GENTLE REMINDER

Confidence is not the absence of anxiety. It is the growing ability to act with care, preparation, and self-respect even when uncertainty is present.

HOW TO USE THIS WORKBOOK

Move slowly. Read the teaching, choose one exercise, and write honestly rather than perfectly. The goal is not to finish every page at once; the goal is to notice, practice, and carry one useful insight into real life.

Name: _____ Date: _____

Educational wellness worksheet - Page 1

1. What speaking anxiety is

Fear during public speaking is common and trainable.

Public-speaking anxiety can activate the body's threat system even when the situation is socially challenging rather than physically dangerous. A racing heart, shaking, dry mouth, blanking, fast speech, or an urge to escape are protective responses - not proof of incapability. (cid:127) Anxiety can coexist with effective speaking. (cid:127) Avoidance brings short-term relief but can strengthen fear over time. (cid:127) Gradual, repeatable practice helps the brain update its prediction of danger. (cid:127) Confidence usually follows evidence: preparation, repetition, recovery, and self-respect. (cid:127) The goal is not perfection. The goal is clearer communication with enough steadiness to continue.

Right now, how possible does speaking with more confidence feel?

_____

_____

-] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10

Not yet Strongly true

What does my fear predict will happen?

_____

_____

_____

_____
_____
_____ What evidence suggests I could cope, recover, or ask for support?
_____
_____
_____
_____
_____

TIPS AND ADVICE

Name the response before trying to change it. Use specific language such as 'my heart is racing' instead of 'I am failing.' A precise description _____
_____ often creates more room to respond.

WHAT IS THIS PAGE CALLING ON YOU TO DEVELOP?

_____
_____ Awareness without shame. You are learning to recognize anxiety as a body response, separate predictions from facts, and make room for choice.

The quality I want to practice - and one way I will practice it

_____
_____

SCOPE AND SAFETY

This worksheet offers educational reflection and skills practice. It is not psychotherapy, diagnosis, treatment, crisis care, or a substitute for individualized support. Pause or skip prompts that feel overwhelming. If distress is intense, worsening, or affecting safety or daily functioning,

consider support from an appropriate licensed professional or crisis resource.

Educational wellness worksheet - Page 2

2. My speaking-anxiety map

Notice the pattern without judging it.

_____
_____

Situation or audience

_____
_____

Thoughts or images

_____
_____

Body sensations

_____
_____

Urges or avoidance

_____
_____ Safety behaviors (reading every word, rushing, apologizing)

_____
_____ What I need before, during, and after _____
_____
_____
_____

TIPS AND ADVICE

Look for sequences: situation, prediction, body response, urge, action, and consequence. Do not label every coping behavior as bad; ask whether it helps you participate or keeps the fear untested.

WHAT IS THIS PAGE CALLING ON YOU TO DEVELOP?

_____
_____ Pattern recognition and self-knowledge. The clearer the pattern becomes, the easier it is to choose support that fits the actual need.

_____
_____ Educational wellness worksheet - Page 3

3. Build a speaking ladder

Move from manageable practice toward meaningful challenges.

CHOOSE WORKABLE DISCOMFORT

Aim for a step that feels challenging but possible. Repeat it until it becomes more familiar before moving upward. # Practice step Fear 0-10 Support or preparation What I learned

Read one paragraph

1 ____ _____ _____ aloud alone Record a 60-second voice 2 ____ _____ _____ note Speak to one trusted 3 ____ _____ _____ person Ask one question in a 4 ____ _____ _____ group Give a 2-minute prepared 5 ____ _____ _____ talk Present to the intended 6 ____ _____ _____ audience

TIPS AND ADVICE

Choose the smallest step that still feels meaningful. Repeat a level several times, vary the audience or setting, and move up because the step is _____
_____ more familiar - not because anxiety reached zero.

WHAT IS THIS PAGE CALLING ON YOU TO DEVELOP?

Gradual courage and consistency. Confidence grows when you repeat manageable risks and collect evidence that you can cope. _____ _____ Educational wellness worksheet - Page 4

4. Prepare without overcontrolling

A flexible structure reduces cognitive load. (cid:127) One-sentence purpose: What should listeners understand, feel, or do? (cid:127) Three key points: If I remember only three ideas, what are they? (cid:127) Opening line: Prepare it word-for-word if helpful. (cid:127) Examples or stories: Choose one that supports each key point. (cid:127) Closing line: Restate the message and next step. (cid:127) Cue card: Use keywords, not a full script, unless an accommodation requires one. (cid:127) Practice aloud: Silent review is not the same as speaking practice. (cid:127) Plan for questions: Prepare 'I don't know yet, but I can follow up.'

My purpose

_____ _____ My three key points _____ _____ _____ My opening and closing _____ _____

TIPS AND ADVICE

Practice from keywords, not only from a script. Rehearse your opening, transitions, and closing aloud. Stop before over-practice turns preparation into a search for certainty.

WHAT IS THIS PAGE CALLING ON YOU TO DEVELOP?

Clarity and flexible preparation. You are developing a structure strong enough to guide you without requiring total control. _____ _____ Educational wellness worksheet - Page 5

5. A before-during-after plan

Before

(cid:127) Arrive or log in early enough to orient. (cid:127) Practice a slower first sentence. (cid:127) Unclench jaw and hands; place both feet where they feel supported. (cid:127) Use a breathing practice only if it helps; orienting or movement are valid alternatives. (cid:127) Name the goal: communicate, not perform perfection.

During

(cid:127) Pause after the first sentence. (cid:127) Look at a supportive face, neutral point, or notes. (cid:127) Sip water or say, 'Let me gather that thought.' (cid:127) If I lose my place, return to the next key point. (cid:127) Let visible nerves be present without explaining or apologizing for them.

After

(cid:127) Wait before reviewing; let activation settle. (cid:127) Name three things that worked. (cid:127) Choose one adjustment, not a full self-critique. (cid:127) Reward the act of practicing, regardless of outcome.

My personalized plan

_____
_____

_____

TIPS AND ADVICE

Use two or three supports you can remember under stress. Make the first action extremely simple. After speaking, delay evaluation until your nervous system has had time to settle.

WHAT IS THIS PAGE CALLING ON YOU TO DEVELOP?

Self-regulation and recovery. The skill is not controlling every sensation; it is knowing how to orient, continue, pause, and recover. _____
_____ Educational wellness worksheet - Page 6

6. Thought coaching and believable confidence

FEAR SAYS

Everyone will notice I am nervous.

TRY: Some people may notice; I can still communicate my message.

FEAR SAYS

If I blank, it will be a disaster.

TRY: I can pause, look at my notes, summarize, or restart.

FEAR SAYS

I must get rid of anxiety first.

TRY: I can practice while anxiety rises and falls.

A feared thought I want to answer compassionately

_____
_____ A believable confidence statement

_____
_____

7. Practice reflection

Anxiety before practice

-] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 0 10

Anxiety after practice

-] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ] 7 [ ] 8 [ ] 9 [ ] 10 0 10

What I predicted

_____

What actually happened

_____

What I handled or learned

_____ My next repeatable step _____

TIPS AND ADVICE

A useful replacement thought should feel believable, not artificially positive. Review what happened like a coach: identify evidence, name one strength, choose one adjustment, and repeat.

WHAT IS THIS PAGE CALLING ON YOU TO DEVELOP?

Cognitive flexibility and evidence-based self-trust. You are learning to answer fear fairly and count coping, recovery, and learning as success.

Educational wellness worksheet - Page 7

8. Podcast listening lab

Use audio learning to normalize, notice, and practice - not to compare yourself. (cid:127) Search theme: public-speaking anxiety and gradual exposure (cid:127) Search theme: storytelling and message structure (cid:127) Search theme: speaking with authenticity rather than perfection (cid:127) Search theme: voice, pacing, pauses, and nonverbal communication (cid:127) Search theme: confidence after mistakes or embarrassment

Episode or topic I chose

_____

_____ One idea that felt useful - and why _____

_____

_____ One idea I disagree with, need to adapt, or want to discuss

_____

_____

_____ A 10-minute experiment I will try

_____

_____

_____

TIPS AND ADVICE

Do not collect advice without testing it. Choose one idea, translate it into a ten-minute experiment, and decide afterward whether it helped, needs adaptation, or does not fit you.

WHAT IS THIS PAGE CALLING ON YOU TO DEVELOP?

Discernment and applied learning. You are practicing how to take in advice, evaluate it, adapt it, and turn one idea into behavior. _____
_____

SCOPE AND SAFETY

SAFETY, PRIVACY & EDUCATIONAL USE

MY REFLECTIVE COLLECTIVE - MICHELLE D. ELDER, MSW, LMHC

If there is immediate danger or a medical emergency: Call 911 in the United States or use your local emergency number. For U.S. suicide or mental-health crisis support, call or text 988. For relationship-safety support, contact the National Domestic Violence Hotline at 800-799-7233, text START to 88788, or visit TheHotline.org from a safer device when possible.

Privacy and safer searching If someone may monitor your device, accounts, internet connection, location, downloads, or browser activity, consider

using a safer device and a trusted network. Private browsing may reduce locally saved history but does not make activity invisible. Clearing history can also be noticed. A website Quick Exit button changes the page; it cannot erase browser, download, router, account, employer, school, carrier, or device records. Choose only steps that feel safer in your situation.

Do not store identifying or safety-sensitive answers where another person may find them.

Educational scope and professional limits This resource provides general psychoeducation, reflection, and wellness support. It is not therapy, counseling, diagnosis, assessment, treatment, medical advice, legal advice, crisis response, forensic evaluation, or an individualized safety plan.

It does not replace care from a licensed clinician, healthcare professional, attorney, trained advocate, emergency service, or other qualified professional. Laws, court procedures, services, and risks vary by location and circumstance.

Choice, pacing, and inclusion You may skip, change, discuss, dictate, draw, pause, or stop any activity. No exercise can determine what you experienced, diagnose a condition, prove a legal claim, guarantee safety, or tell you whether to stay, leave, report, reconcile, forgive, or pursue court action. Adapt language and activities for culture, identity, disability, neurotype, age, literacy, sensory needs, and personal preference. Automatic translation can make mistakes; confirm legal, medical, emergency, and safety-critical wording with a qualified person.

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MyReflectiveCollective.com - Pause - Reflect - Learn - Practice

EDUCATIONAL RESOURCE - NOT THERAPY OR INDIVIDUALIZED CARE

Supportive practices and reminders

Trauma-informed choice

You are in charge of pace, privacy, and participation. Keep your eyes open if that feels safer. Change the words, position, movement, or environment. Skip any prompt that increases distress. You never have to describe a traumatic experience to benefit from grounding or reflection.

A one-minute mindfulness pause

Notice one point of support beneath you. Look around and name three neutral things you see. Notice one sound and one body sensation without trying to change either. Ask, 'What would support me in the next few minutes?' Choose the smallest workable response.

Believable affirmations

Choose language your mind can accept. Try: 'I can take one step at a time.' 'My needs and boundaries matter.' 'I am allowed to pause.' 'I can ask for support.' 'This moment is difficult, and it will not always feel exactly like this.' Edit any statement until it feels honest and respectful.

Practical tips

Pair reflection with water, food, movement, rest, medication as prescribed, or contact with a safe person when needed. Save the most helpful page where it is easy to find. Revisit the resource when you are relatively steady so the choices feel familiar during harder moments.

When more support is appropriate

A worksheet cannot provide emergency care, diagnosis, or individualized treatment. Consider a qualified health or mental-health professional when distress is intense, persistent, worsening, affecting daily functioning, or connected with safety concerns. In immediate danger, contact local emergency services or a crisis service available in your country.

Integrate and choose your next step

Pause after reading. More information is not always more helpful; the goal is to leave with one choice you can actually use.

What stood out?

_____

_____

What is one kind, realistic next step?

_____

_____

What support, boundary, or adaptation would help?

_____

_____

If this did not help

You did not fail. Try making the step smaller, changing from a thinking practice to a body or sensory practice, checking basic needs, or involving a safe person. Strong, persistent, or worsening distress may need professional or crisis support beyond a worksheet.