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| **Teacher’s Name:** | **Unit Name:**  **Public Forum, Lincoln Douglas, Policy** |
| **Lesson Title**  **Delivery in Debate** | **Indicate which:**  Beginner Intermediate Advanced |
| **Focus Skill:**  **Developing an effective delivery style in debate** | **Time Frame:**  **75-135+ minutes** |

**PART 1—ESSENTIAL ELEMENTS**

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| **Essential Question** | **How is delivery important in debate?** |
| **Objective 1** | Understand the considerations in developing an appropriate rate of delivery. |
| **Objective 2** | Learn to increase judge engagement through effective transitions, vocal variety, pitch and emphasis. |
| **Objective 3** | Understand the importance of body language, appropriate dress and good eye contact. |

**Overview of Lesson** *(General summary of what will be covered)***:**

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| Judges often tune out speeches full of good ideas because the speaker failed to engage and hold their attention. There are a variety of factors that constitute good delivery, especially in debate. While there is no perfect recipe, let’s focus on a few key ideas that will get students started on the right foot.  **In this unit, students will:**   * Practice a few techniques to assist them in developing a presentation style. * Become aware of their issues concerning their verbal delivery. * Practice word economy and pre-planning as an alternative to speed. * Become aware of their issues concerning non-verbal cues in their debates. * Learn how to maintain control in cross-examination. |

**PART 2—THE LESSON**

**Detailed Step-by-Step Lesson** *(be sure to include time allocation information)***:**

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| **Session #** | **Time** | **Details of the Lesson** |
| **1** | 10-20 minutes  10-20 minutes  10-20 minutes | ***What verbal cues will the judges look for?***  Use the attached PowerPoint link to deliver notes to students in this section. Be sure to include the information listed for you in the notes section for each slide. Have students take notes; new debaters should have these ideas to review, especially if you do not have a textbook that they can read and review. After each section, have students complete at least one of the activities for that area of delivery.  ***Rate of Delivery***  **ACTIVITY*:*** Videotape a practice session to get a better sense of your rate.  **ACTIVITY:** Make an audio recording as you read your speech and then listen to it. Listening to only the audio will allow you to focus on rate of delivery.  ***Fluency and Thought Progression***  **ACTIVITY:**Pair/share – Develop a list of transitions that can be used in the debate. These transitions are not that much different than you would use in an essay. Get your list started with: *Furthermore, therefore, for example. . . .*  ***Vocal Characteristics***  **ACTIVITY:** Pair/Share - Pick evidence at random and read orally.  **ACTIVITY:** Video yourself and write a critique of the performance. |
| **2** | 10-20 minutes | ***What posture, poise, gesture and eye contact is appropriate in a debate round?***  A. **Eye Contact**  B. **Body Language**  **ACTIVITY:** Pair/Share: Help a teammate establish a proper stance and practice reading your case.  **ACTIVITY:** Mark where you might want to make direct eye contact or gesture during your case.  **ACTIVITY:** Pair/Share: See what your partner thinks about your choices for eye contact and gesture and do the same for them. Don’t forget posture! |
| **3** | 15-25 minutes | ***Special Problems of Debate Delivery***  **ACTIVITY:** Take an old flowsheet and deliver a first negative constructive without using evidence.  **ACTIVITY**: Video tape your next practice round and write a critique of your performance. (You will always be your worst critic.) |
| **4** | 20-30 minutes | ***What verbal techniques will allow me to remain in control during a cross-examination period?***  **ACTIVITY**: Pair/Share to brainstorm some small phrases that you can use to redirect the CX and practice them to appear confident and in control.  **ACTIVITY:** Watch video of recorded rounds at www.speechanddebate.org to observe how cross examination is done.  **ACTIVITY:** Pair/Share: Have your partner present their AC. Increase the cross examination to five minutes, or beyond. See how they do. Did you run out of questions? Can you think of some pre-written questions that you can prepare? |
|  |  | ***Ideas for practice***  **ACTIVITY:** Refer to the drills in Unit 11 of the LD Textbook for many activities that students can use all year. |

**PART 3—ASSESSMENT EVIDENCE**

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| **Performance Task, Product, or Other Key Evidence of Learning** *(How will students demonstrate a level of proficiency for this skill?)*   * Student performance and product will be tied to the improvement and clarity of their reading of evidence, using verbal and physical cues. * Students (in pair-share) should be able to create glossaries of responses – one for transitions and one for re-direction of cross examination. * Students should be able to mark their cases to indicate parts to be emphasized and places where eye contact will be increased. * Students should show developing skill in the extemporaneous style by being able to create negative rebuttal responses to a variety of affirmative cases. * Students should be able to critique their own performances and set goals for improvement. |

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| **Key criteria to measure Performance Task(s) or Key Evidence:**  *Examples: Rubric, Checklist, etc***.**  **Checklist -**   * Lecture notes – Rate of Delivery * Lecture notes – Fluency and Thought Progression * Lecture notes – Vocal Characteristics * Lecture notes – Eye Contact, Body Language, Special Challenges of Debate Delivery   **Rubric –**   * My physical and vocal delivery – A personal observation and goals |

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| **Assessment Strategies** *(Identify Informal/Formal Strategies)***:**  **Informal –** Teacher observation of participation and effort in discussion  Teacher observation of pair/share in small groups  **Formal –** Collection and rubric evaluation of judges’ ballots and future goals of student |

**Plans for after this lesson/competency is complete (How will you extend, enrich?):**

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| **Enrich and extend the lesson ideas:**  1. In team practice, or in classroom debates, have the observers in the room create a rubric and offer an oral critique that responds ONLY to the student performance, rather than a reason for decision.  2. Have the students review their ballots of the year. How many of their comments refer to physical and vocal performance? Is the debater responding to these ideas? How many of their judges’ decisions are related to these issues – positive and negative?  3. One of the best ways for debaters to improve is through extensive oral critiques. Make sure that your oral critiques in practice rounds respond to RFD and their verbal and physical deliveries. |

**Key Resources Used: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| **NSDA Lincoln-Douglas Debate Textbook, Ch. 11 (pg 77-88.** | [**www.speechanddebate.org**](http://www.speechanddebate.org) |
| Roberts, Josh. **“An Introduction to The Art of Cross-Examination”.** | [**www.speechanddebate.org**](http://www.speechanddebate.org) |
| Roberts, Josh. **“Issue Selection: How to Pick a Winner”.** | [**www.speechanddebate.org**](http://www.speechanddebate.org) |
| Wiese, Jeffery and Stan Lewis, **Lincoln-Douglas Debate – Values in Conflict, second edition** | **Perfection Learning, Logan, IA** |

**Key Resources for Exploration: Websites, books, film clips, etc.**

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| **Names of Resource(s):** | **Access to Resource(s) if available:** |
| Debate Rounds from National Tournaments (note: Each of the types of debate has some different delivery elements, so you may want to have students watch the type of debate they will be participating in.) | [**www.speechanddebate.org**](http://www.speechanddebate.org) |
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**Reflections/Review for Future:**

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| Delivery is a skill that must be constantly practiced and refined. Consider using some of the activities in this lesson throughout the season to help students continually improve their delivery in debate rounds. You may want to choose some of them (like recording cases) for students to do with each topic. |