**MS Big Questions - Lesson #10**

**Unit Name**: Debate Drills

**Topic**: “Stand and Deliver” - Speech Delivery

**Essential Questions**:

1. Question 1 - How does a speaker create and present an effective oral text?
2. Question 2 - How does research enhance the ability to persuade?
3. Question 3 - How can the speaker make verbal, nonverbal, and vocal messages more effective in oral presentations?

**Objectives**:

1. Objective 1 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
2. Objective 2 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Instructional Materials Needed**:

Students need their prepared debate cases.

Feedback form - see attached.

Speech Goals form - see attached.

Optional - The teacher might want to share a video portion of a middle school debate round - NSDA Resource Package. This might benefit two groups - those students who have not debated before and/or more experienced students who are working on refining delivery skills.

**References** *(if applicable)*:

NSDA Resources - www.speechanddebate.org

**Overview of Lesson** *(general outline of what will be covered)*:

Students will take turns presenting their cases to their peers and then create an improvement plan based on feedback provided.

**Detailed Step-by-Step Lesson**:

1. 10-15 minutes - Teacher will overview purpose of activity - to have students practice both speech delivery AND active listening as they provide constructive feedback. A brief review will be given of three components of speech delivery: Verbal Messages, Nonverbal Messages, and Vocal Messages

Verbal Messages - the actual words used in the speech (vocabulary) and the way the words are put together (syntax); the language choices made (imagery/rhetorical devices); the use of Aristotle’s appeals - logos, ethos, pathos, etc.

Nonverbal Messages - the physical delivery of the speech (eye contact, facial expressions, posture, gestures, movement)

Vocal Messages - the way the words are delivered (rate, volume, pitch, articulation, energy level)

2. 5 minutes - Divide class into small groups of 3-5 students. Each student will be given feedback forms.

3. 5-10 minutes - The first student will stand and give their speech to their small group. The other students will make notes on their feedback forms, providing constructive feedback for the speaker. When that speaker is finished, the students will give her/him their forms.

4. 5-20 minutes - The cycle will repeat with the other students giving their speeches to their small groups. Feedback forms will continue to be given to the speakers.

5. If time exists, students can be regrouped to get more practice. Feedback forms should continue to be provided.

6. 10 minutes - Students should take the feedback forms provided, look over the constructive comments, and complete their Speech Goals form. Speech Goal forms should be attached to Feedback forms and turned in.

7. 5 minutes - Reflection - Ask students for general observations they made as they listened to the speakers in their groups. Then ask students for general goals for improvement.

**Informal Assessment Strategies**:

The Feedback and Speech Goals forms can be collected and reviewed for participation purposes and to make sure students are understanding how to give constructive comments.

**Formal Assessment Strategies**:

Improvement in speech delivery should be evaluated in debate rounds or in other public speaking opportunities.

**Reflection/Review for Future**:

This activity can be repeated as necessary. Less experienced speakers/debaters will often feel more comfortable speaking in small groups. Having everyone complete feedback and goals forms will help students understand their responsibilities on both sides of the communication process.