



Debate
Hub

The Fundamentals Public Speaking Course: A Guide





How the Course Works

We designed this course to give students lots of practice giving speeches, hearing speeches, analysing, and thinking about speeches. There is a small amount of theory, lots of fun video clips, and teachers are encouraged to watch [our video lessons](#) for in depth explanations of any concepts they are unsure of. We also have a companion concept guide if you prefer to read.

The main resources for this course are the power points.

The course is divided into three parts, originally taught over three half terms, with each class lasting 70 minutes. Please adapt to your purposes.

Half term 1: Giving a simple yet effective speech

Week one. Games and Misconceptions.

Resources: Games Packs, 'Misconceptions' PPT

Week two. How to craft a speech

Resources: 'Why we don't write a speech' PPT, 'How to craft a speech' PPT

Week three. Tropes & Questions

Resources: 'Tropes' PPT, 'Questions' PPT

Week four. Anecdotes

Resources: 'Questions' PPT with links to multiple good 'question answers'

Week five. Preparing speeches.

Using the method in 'How to craft a speech' PPT, give students a session to prepare and then the following week they should deliver speeches.

Week six. Giving speeches to class.

Week seven. Games Day!

Resources: Games Packs.

By the end of the half term, all students should know the process of crafting a speech, common pitfalls and have experienced giving a speech to class.





How the Course Works

Half term 2: Group Presentations

Week one. Dos, Don'ts, and Dragons Den.

Resources: 'Group Presentations' PPT

Week two. Moral Quandaries

Resources: 'Group Presentations' PPT, [Ethics Cup Cases](#)

This is quite a stretch activity if done with KS3. The ethical issues are challenging. Our experience has been that students can struggle to think deeply about these issues, and the class as an audience struggle to ask meaningful questions. An alternative lesson is to discuss a couple ethical cases with the whole class, then allow groups to come up with their own moral quandary (often it will be a friendship or family issue) and present that to the class.

Week three. Debating, judging, and chairing.

Resources: 'How to run competition style debates' Lesson Plan.

Week four. Doing debates.

Week five. More debates OR more moral quandaries

On average, we find students prefer the debates to the moral quandaries. However, if your students are also doing timetabled debating or you have a large debate club, more moral quandaries could be a good option as variety is important in public speaking.

While we only have five lessons or five 'weeks' here, it is tough to get through all these presentations each week, especially in big classes, and it is likely that some of your lessons will overrun. Usually, the above is seven lessons worth of content.

You will notice we are using debates as part of our public speaking provision. The crossover is natural, and, in many schools, debating is an optional club and so most students will not do debating. If you are unsure how to set up or run debates, there are plenty of resources to help you on our website.





How the Course Works

Half term 3: Intermediate Public Speaking Concepts.

Week one. Rhetorical Devices.

Resources: 'Rhetorical Devices' PPT

Week two. Humour.

Resources: 'Being Funny on Stage' PPT

Week three. Storytelling

Resources: 'Storytelling' PPT

Week four. Prepare Speeches

*Just like in term one, students should go through the full brainstorm, discuss, verbal first draft, present to friend, present to group, present to class process. Importantly, with a **different** speech topic.*

Week five. Give speeches, including taking audience questions and getting peer feedback.

We have scaffolded up in this term to include questions and peer feedback. (We only allow positive feedback from peers.) This increases the time spent on speeches which is why it is now done over two weeks, but this additional element helps students get practice of asking questions, answering questions, evaluating speeches, and helping their peers improve.

To keep students engaged, I require students to write down one question and one piece of feedback for every speech, so even if they are not chosen to ask their question, they are actively thinking about every speech they see.

Week six. Finish giving speeches.

Week seven. Games Day.

Well done! If you have reached the end of this course, you have already given your students more public speaking education than 99% of their peers will ever receive. We would now encourage you to have them put it into practice throughout their school life- assemblies, debating and public speaking competitions, class presentations and anything else that gets them speaking up and speaking out.

