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Member of Qatar Foundation

# Debate

*Instructional Resource Materials*

**Lesson 1: Public Speaking**



*Debaters Today, Leaders Tomorrow*



# Lesson Plan

## Part One – Unit 1

### Lesson 1: Public Speaking

#### Subject

Debate and the skills of debating

#### Topic

The skills of public speaking.

#### Level

Intended audience: Beginners.

#### Projected Length of the Lesson

Depending on the number of the activities used in the lesson.

#### Pre-requisites

None.

## Description:

This lesson is designed to provide ideas and suggestions that will be useful in facilitating Public Speaking practices workshops. The lesson covers two sessions encompassing material that is wide-ranging. The focus of Session One is Stage Fright and comprises drills and games. Session Two looks more closely at Public Speaking and uses the format of a lecture supplemented with various hand-outs.

## Goals

### **The purpose of this lesson is to:**

- Help students to control their fear of public speaking (the fear may not go away but they will know that they can control and survive the experience).
- Help students develop the knowledge and confidence to speak in public.
- Help students acquire and retain the basic skills in public speaking so that they can apply them in their lives.
- Create opportunities for communication, deliberation, and collaboration.

The broad goal of this lesson is to contribute to the advancement of the mission of QatarDebates Center to nurture socially responsible, literate citizens who can interpret and evaluate the information they create and receive.

## Objectives

### **By the end of this lesson, learners will know how to:**

- Identify what makes them scared of speaking in public.
- Control their nervousness and plan for and around stage nerves.
- Build their communications skills through simple speaking opportunities.
- Use their body language to enhance their communication.
- Prepare and compose a clear and convincing speech on a public issue.
- Deliver and present with confidence and impact.
- Understand the secrets of successful public speaking.

## Key words & phrases

- a) **Body language:** The conscious and unconscious non-verbal communication through gestures, movements and postures.
- b) **Consciousness:** The students' state or condition of being aware of what they say and how they say it.
- c) **Attention getter:** An attention-grabbing remark or activity that is intended to make people notice it.
- d) **Stage fright:** Nervousness felt at or associated with appearing and performing or speaking before an audience.
- e) **Posture:** A position of the body or of body parts.

## Introduction

Before launching into debate, or giving speeches directly, instructors should introduce Public Speaking to students in the form of fun drills and games. This will allow students to feel more at ease and develop their confidence for future speeches. There are a variety of activities to choose from, all with the intention of getting students comfortable enough to speak in front of a group. Start with games and groups exercises to build students' comfort levels and then move onto individual exercises.

## Materials

- Laptop
- Video projector
- Screen
- YouTube
- Writing pads
- Pens/Pencils
- Flipcharts

## Procedure

This section describes the different component parts of the present lesson.1

### 1. Preparation (5 minutes)

- a) Have YouTube/short embedded videos ready for use to demonstrate samples of speeches.
- b) Have an LCD projector ready for displaying data on a screen.
- c) Provide notepads, pens, and pencils.

### 2. Lesson

This part of this lesson includes the different steps followed in the delivery of the lesson.

## Session 1: Stage Fright

### Activity 1: Brainstorming

- a) Introduce the topic by telling a story about a public speaking experience (funny or serious). The story should contain something learned as a result.
- b) Ask the students if they also have some fear of speaking in front of groups. Reassure them that fears before or during a public presentation are normal. Explain that some fears and symptoms of nervousness will disappear with practice, practice, and practice.
- c) Ask (some) students to share a few fears they have experienced previously and how they got through that experience.
- d) Distribute pencils or pens and give them around 5 minutes to write down some of the fears they may have.
- e) Listen to what they say and then deconstruct their responses and look for things that the answers have in common (e.g. fear of audience).
- f) Bring the group back together to discuss their thoughts.
- g) Allow some 10 minutes for discussion, depending on the size of the group. Share the following information with the group.

Appendix 1 may be used to highlight aspects of style.

Here are some fears that people have noted about public speaking:

<b>Physically</b>	<b>Psychologically</b>
<ul style="list-style-type: none"><li>- Shaking.</li><li>- Forgetting words.</li><li>- People laughing at them.</li><li>- Tripping on the way up to the stage.</li><li>- Dry mouth.</li><li>- Blanking out.</li><li>- Teeth chattering.</li></ul>	<ul style="list-style-type: none"><li>- Boring the audience to sleep.</li><li>- The crowd's laughter at them.</li><li>- The crowd's lack of interest.</li></ul>

h) Ask the group the following discussion questions:

- What other fears can you think of? (Encourage the group to brainstorm as many as they can.)
  - What might you do to prevent some of these fears from coming true?
  - What is at least one solution or problem-solving technique for each fear we have listed?
  - What nervous symptoms have you had before or while speaking in public?
- i) After they've compiled a list of symptoms, encourage them to come up with some ways they can reduce the symptoms.
- j) Remind your group that being scared or nervous is not a good reason to avoid public speaking. Being able to express their ideas and share information is very important. Even though public speaking may be hard now, the more they do it the easier it will become.

## Activity 2: The Alphabet Chain

- The group all stand in a Circle and everyone closes their eyes.
- The instructor selects a Chair.
- The Chair starts by saying the first letter of the alphabet (A).
- The person to their right says the next letter (B) and the person to their right says (C) and so on...
- If two people say a letter at the same time, if a letter is missed out, or if there is a pause of more than 2 seconds, then the Alphabet Chain must start again with the person who made the mistake.
- The game finishes as soon as the Alphabet Chain gets all the way around the group without any mistakes. This sounds easier than it is, once the students get going. It's a fun way to get rid of the nervous jitters.

## Activity 3: Role Play

- Meeting new people.
- Conversations with strangers.

This may seem silly, but many people cannot walk up and introduce themselves to a stranger or don't know what to say when they are in a conversation with a stranger.

- a) Discuss how to confidently introduce yourself to someone (cover different situations like job interviews, school, offices, etc.).
- b) Then have students practice. Discuss how to talk to strangers, also known as small talk.
  - What are safe topics?
  - What are taboo topics?

Asking open ended questions about the other person gets them talking, which takes the pressure off of you, and makes you seem interested in them.

- c) Follow-up questions keep the conversation flowing. If possible, pair students up with someone in the room they don't know or don't know well and have them practice asking questions and follow-up questions.

## Activity 4: Balloon Game

- a) Bring 6-10 students to the front of the room.
- b) Have them each play the role of a famous person (real or fictional).
- c) Then explain the scenario to them:
  - They are all in a hot air balloon and it's sinking so some of them must be thrown overboard.
  - They must each say why they should be allowed to stay on board.

- Have the group vote on who should stay; the others sit down.
- Now they must say why another person should be thrown over instead of them.
- Vote again.
- Analyze good speaking and reasoning skills.

After students have passed this stage and are comfortable with themselves and their classmates or speaking in front of a group in general, they are ready to begin giving speeches. Some more advanced Public Speaking Drills are given below.

### Activity 5: Inventory Drill

- a) One student at a time speaks on any debate-like subject of their choice for a minimum of 30 seconds. When students are initially allowed to choose their topics, it helps give them that confidence boost that comes with discussing a topic that they are familiar with and that is dear to them.
- b) At the end of the speech, ask them questions such as:
  - What did you think of your speech?
  - What did you like about your speech?
  - How could your speech be improved?
- c) Give them brief feedback about what they need to do differently.
- d) Have them speak again.
- e) Repeat and repeat.

## Activity 6: Word Economy

This can be used as a follow up drill for the Inventory Drill (Activity 5 above). This activity targets speakers who just take too long to get to the point, and as a result make very few arguments.

- a) Have a student make one argument in 30 seconds.
- b) Then give them 20 seconds, and then give them 15 seconds.

If they are making the argument sufficiently their word economy is improving.

## Activity 7: Just a Minute

- a) Divide the class into teams.
- b) Each member of the group must think up a topic (e.g. Apples/ Fashion/ Soccer/Doha).
- c) The Chair selects the first speaker and they must attempt to speak about one of the topics chosen by the group for about 1 minute without doing any of the following:
  - Hesitating – Saying Um, Err or having any long pauses
  - Repeating – Saying the same word/phrase (except for the topic word) more than once
  - Deviating – Saying anything that is not directly connected to the topic
- d) If the speaker does any of the above, then any other member of the group may challenge them by raising their hand and explaining to the group what the speaker has done wrong.

- e) The clock is stopped. If the challenge is successful (The Chair should decide on controversial challenges) then the challenger continues to speak on the topic until 1 minute is up.
- f) The Chair then asks the group for another topic and the process is repeated.

This can also be modified.

- Have the speaker give a full 5 minute speech and count all of the times they repeat a word, hesitate or use any other nervous ticks that they may rely on while speaking.
- Then tell them to work on two of their nervous ticks and have them repeat the speech but only speak for 3 minutes. Every time that they do the things that they were warned of, every person in the room should say it out loud. The speaker may become flustered, but they will never want to use those words or do a specific action in a speech again.

## Session 2: Public Speaking

### Activity 1: How to Give a Good Speech

The students are now ready to begin giving speeches! For this section, we encourage that no more than half the workshop is delivered in lecture format to encourage more participation and speaking from the students. This is followed by actual delivery of speeches.

This lecture is intended to assist students with organizing their thoughts as well as structuring their speech in the most accessible and efficient manner possible. Below is the Speech Outline you can explain to the students:

- a) Attention Opener
  - Quote – Know who said it & make sure you understand it.
  - Joke – warning: This is not for everyone & jokes need to be appropriate for the audience.
  - Statistics – Include where the statistics came from.
  - Rhetorical Question.
  - Allegory – Use a story with a moral or hidden meaning.
  - Personal Narrative – Warn against TMI (Too Much Information).
- b) Relate Attention Getter to Your Speech.
- c) Thesis Statement (one sentence that sums up the core of your speech).
- d) Preview what will be said (Sign Post).
- e) Content.
- f) Restate & Tie Back to 'Attention Opener'.
- g) Review the thesis, sub- points/arguments (be brief!), and refutation (if there was any).
- h) Then, relate the speech back to the 'Attention Opener' part of the speech.

The lecture should also focus on the “delivery of the speech”

- The volume, eye contact, posture, etc. all need to match the speaker’s personality
  - Adaptors for nervous ticks (ie keep fingertips together if there is too much hand movement),
  - Vocal filters, gestures, etc.
  - Time Management during the speech is also an important factor to focus on at this point; students should be informed of how much time is given for the speech or presentation and should be told to stick to it! A watch, timer, or having an audience member give time signals helps most new speakers with this.
- i) After the lecture is finished, give students the Public Speaking Hand-out (Appendix 2) to use to prepare a 2-4 minute speech using this format.
- The length of time will depend on the size of the group, speaking experience, and English skills.
  - If small groups can be made, do so.
  - If there is enough time have the students do the speech again, incorporating the feedback.

## Activity 2: Great Speakers/Speeches

The aim of this activity is to get the students to practice delivering speeches and enable them to understand the important element of public speaking examples of these elements include body language choice of words use time.....etc.

The instructor facilitates the activity and engages students whose active participation is essential.

- a) Give the students some examples of bad speeches.
- b) Ask them what they think is wrong in these speeches.
- c) Ask them to find/ think of examples of good speeches & good speakers (using videos, YouTube, etc.)

- d) The examples they need to find/think of should depict:
  - Calm speeches
  - Passionate speeches
- e) Using YouTube/videos, students look for great speakers and speeches.
  - Sample 1 – JFK’s Berlin speech
  - Sample 2 – Obama’s inaugural speech
- f) Ask students what they like about the speeches.
- g) Consider these elements for discussion with the students:
  - Charisma
  - Effective use of pauses
  - Choice of words
- h) Using the sample speeches, give students tips on how to overcome fears.

### **Activity 3: Speaking Corners**

This game aims to help students focus on specific aspects of Public Speaking, and work on each independently first, then holistically to give a good speech.

The instructor facilitates the activity and engages students whose active participation is essential.

- a) Ask students what they think are indicators of a good speech.
- b) As they speak, write those answers on the board fitting them into 4 columns categorized according to: Verbal, Vocal, Visual and Contextual.
- c) Once students have listed all the components of a good speech, label the 4 categories and briefly explain the 4 categories to them.
- d) Divide students into groups of 4, assign each group a category and have them seated separately (like 4 corners).
- e) Give students 3 minutes to prepare for a 1-2 minute speech, and have the 4 “committees” give feedback on that speech based on their respective

fields, ie. Group Vocal gives feedback on the students pace, volume, effective usage of pauses, etc.

- f) Then have another student from another group give a speech and receive feedback from all 4 committees.
- g) Have the committees rotate, each taking on responsibility of the 4 categories.
- h) Optional: Speaker evaluation sheets can be given to each committee, and they can fill in give feedback anonymously.

## Summary & Recap

The purpose of the summary and recap is to reinforce the material that was presented in the lesson and provides an opportunity for students to raise questions they may have on the lesson.

## Closure

At the end of the lesson a quick review helps to remind students what that they have learned in class. This closure also aids the instructor in spotting any additional practice that is required on the topic, if students understand the topic, and whether they can move on to the next lesson. The closure can also be helpful in driving instruction of future lessons. The instructor may, for example:

- Ask students to summarize 3/4 important things learned in the lesson about public speaking.
- Identify and explain 3 key points about speaking.

## Appendices

- a) Appendix 1 – Style Evaluation
- b) Appendix 2 – Public Speaking Hand-out

## Appendix 1: Style Evaluation

**Speaker:**

**Topic:**

Please fill in your evaluation of the speech.

<b>Visual</b>	Eye contact	1	2	3	4	5
	Facial expressions	1	2	3	4	5
	Hand gestures	1	2	3	4	5
	Confidence	1	2	3	4	5
	Any distracting movements?					
<b>NB.</b> (1 = Poor, 5 = Excellent)						

<b>Contextual</b>	Engaged audience	1	2	3	4	5
	Relevance	1	2	3	4	5
<b>NB.</b> (1 = Poor, 5 = Excellent)						

<b>Vocal</b>	Pace	1	2			
	Volume	1	2			
	Effective use of pauses	1	2			
	Clarity	1	2			
<b>NB.</b> (1 = Too Fast, 5 = Too Slow)						

<b>Verbal</b>	Any repetition of words? If so, which word?					
	Use of effective repetition: rule of 3 (1 = Not Used at all, 5 = Used)	1	2	3	4	5
	Impact of words used (1 = Not Effective, 5 = Very Effective)	1	2	3	4	5

<b>Additional Comments</b>	
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## Appendix 2: Public Speaking Hand-out

1. Attention Opener (be sure to also relate it to your speech!)
2. Thesis
3. Preview (Sign Post)
4. Explanations of Arguments /Content
5. Summary (review thesis, and arguments, but be brief! And relate speech back to Attention Opener)











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