

#### **Core Game Selection for Mentors**

This selection of speech and debate training games provides mentors with a base of exercises to teach all 4 key skills areas and to adapt lessons to different audiences.

While the ESU website and mentor resources provide access to many more games that you may want to read and consider including in your lesson planning, familiarity with this core set provides a solid foundation.

The games have been grouped by the skillsets that they primarily teach. You should note that this is not a strict delineation and many games teach some elements of several skill sets.

#### **Icebreakers**

Zombie Apocalypse! If I ruled the world...

#### **Reasoning and Evidence**

Drawing like Picasso 2 reasons for, 2 reasons against Where do you stand?

#### **Expression and Delivery**

Ma Ma Moo election Count to 10 Make it sound good/bad Bring the Drama!

#### Listening and Response

I couldn't disagree more Alley debate Rebuttal catch

#### **Organisation and Prioritisation**

Moving about Condensing Machine Preparing for a debate





#### **ZOMBIE APOCALYPSE!**

#### **Overview**

This fun warmup encourages students to begin making arguments, and is a good activity when introducing basic reasoning. The silly nature of the game encourages less confident students to "give it a go", as the success of a response is limited by imagination, rather than specific subject knowledge or academic skills.

# Objectives

- To introduce students to basic reasoning - reasons are answers to the question "Why?", that often begin "because..."
- To feel comfortable making arguments and speaking in front of each other

#### Task

All students think of a household object. The session facilitator may choose to ask for this as part of a setting for the game, e.g.

"We all finish for the day and go home. Imagine walking home and into your house, and just look around - choose an object in your house, so for example, I've just chosen my fridge." Students should turn to form pairs, and say the object they have chosen to their partner.

#### Now, set the scene:

"Unfortunately, the Zombie Apocalypse is now upon us. Everyone (apart from you) has turned into a zombie. I'm a zombie. The Prime Minister is a zombie. The zombies are coming to your house, to do their dastardly things, like eating your brains. Luckily, we've all chosen an object to defend ourselves - the object you just named to your partner!"

Students should now, with their partners, discuss which of the two objects they selected between them would be best to use in the zombie apocalypse, and why.

When students have had a chance to discuss this in pairs, they should select the one object they think is best.

Now, each pair should join with another to form groups of four. Again, students should discuss which of the objects would be best in a zombie apocalypse, and why.

Students should now be asked to feed back to the class, explaining which object their group chose, and why it would be useful in the zombie apocalypse.

Tip - The facilitator can use various methods to ensure less confident students have a chance to participate. For example, selecting a speaker from each group rather than letting the most confident student lead.





#### IF I RULED THE WORLD...

#### **Overview**

A fast and fun warm-up exercise giving everyone a chance to speak up and express themselves. Perfect as a lead-in to any oracy exercises.

# Objectives

- Introduce students to basic reasoning
  reasons are answers to the question "Why?", that often begin "because..."
- To feel comfortable making arguments and speaking in front of each other

#### Task

Ask students to form a circle. The facilitator should be part of the circle.

The facilitator should explain the game, using themselves as the example: in turns, each student will give a statement that starts, *"If I ruled the world..."* The next student in the circle will ask, *"Why?"* And the first student should respond with a reason, *"Because..."* 

E.g. Facilitator says "If I ruled the world, I would give everyone a piece of cake every day." Student to their left says, "Why?" Facilitator responds, "Because cake makes people happy, and I think it's great if everyone has a chance to eat cake and be happy."

The game should proceed around the circle. The seriousness of suggestions can be influenced by the example chosen by the facilitator.





#### **DRAWING LIKE PICASSO**

#### **Overview**

This quick game offers an opportunity for students to take part in a speaking activity in a quiet, pair-activity context. It is a great starter for a lesson where students will need to pay careful attention to each other's ideas.

#### Task

Divide the group into pairs: one member of the pair is "Picasso" and the other is "the apprentice". Give Picasso a piece of paper with a simple drawing on it. Give the apprentice a blank piece of paper. Instruct Picasso to keep the image hidden from the apprentice.

Picasso now has to, without showing the image, instruct to apprentice to draw Picasso's image. The aim is that at the end of the game

# Objectives

- To realise the importance of clarity and logical order in instructions.
- To realise that often what is obvious to us is not obvious to others. Giving clear instructions or giving clear argumentation sometimes involves "stating the obvious" and being precise to remove ambiguity.

#### Resources

A4 sheets of paper Pens/pencils (Optional: Some simple line drawings)

they have an exact copy. You can permit the apprentice to ask questions (to make the game easier), or ban them from speaking entirely (to make the game harder).

#### Tips:

For the simplest version of the game, provide students with simple line drawings made up of basic geometric shapes (triangles, squares etc.). To make the game harder, provide students with more freely drawn line drawings.

The game can also be played with Picasso making up their own image as they go along, and drawing it whilst describing it. However, this is quite challenging and can be time-consuming.





# TWO REASONS FOR, TWO REASONS AGAINST

#### **Overview**

This game gives students practise generating the ideas and reasons they will need in debates.

Students should gain familiarity with this, and with a variety of examples of reasons given, and as such be more prepared to take part in a debate.

#### Task

Go around the group, giving each pair of students a motion. Ask the first student to give two reasons in favour of the motion, and the second student to give two reasons against the motion. Students do not need to analyse their reasons in great detail, so long as they present two distinct ideas.

Half-way through the group, you can introduce

# Objectives

- To practise coming up with reasons, even when you don't agree with the position you are defending.
- To practise thinking on your feet.

#### ■ Resources

Some topics, e.g. We should get rid of school uniform We should lower the voting age

We should get rid of homework We should delete our social media accounts

students to structure, by asking each student to start their speech by saying "I have two reasons for / against. My first reason is..., my second reason is..."

Tip: Use simple motions that the students can relate to (see examples above). If a student cannot think of any reasons, ask the next student, and come back to them with a different motion.

With larger groups, involve the whole class by dividing the room into two. Give the whole room a motion, explaining that one side should think of reasons for the motion, and the other side think of reasons against. Give the class 15-30 seconds of thinking time before selecting students at random to deliver the for and against speeches. (Take care to occasionally call on a student who has already spoken, so that those who have already had a turn still feel the need to prepare in case they are called again.)



# ESU TEACHING RESOURCE

#### WHERE DO YOU STAND

#### **Overview**

This game is a good way of introducing debate to a subject area students have been studying.

It is also a good way to show students how a debate (with two sides) differs from a discussion (multiple perspectives).

#### Task

Create some space in the classroom. Assign one side of the space as the 'Agree' side, and the other side as the 'Disagree' side. Call out a topic, and ask the students who agree to go to the 'Agree' side, and the students who disagree to go to the 'Disagree' side. Students who are unsure can remain in the middle. Once students have chosen a side, ask a student on the 'Agree' side to provide a reason why they chose that side. Then ask a student on the 'Disagree' side to respond to that reason. Then

# Objectives

- To familiarise students with the process of coming up with justifications for their position.
- To help students come up with responses.

#### ■ Resources

A list of topics, e.g. Cats are better than dogs We should require people to pass a simple current affairs test before they are allowed to vote We should allow the use of performanceenhancing drugs in professional sport

repeat the process asking a student on the 'Disagree' side to provide a reason why they chose that side, and ask a student on the 'Agree' side to respond to that person. Repeat for as many new ideas as the students have.

After several reasons have been provided, allow students to move between the positions (from 'Agree' to 'Disagree', 'Neutral' to 'Agree' etc.) if they have changed their minds. Ask the students who move which argument convinced them to change position. Tip: For more advanced groups, allow students to stand closer to the neutral line if they, for example, only 'slightly (dis)agree', reserving the far side of the room for 'strongly (dis)agree'. Let students adjust the strength of their position throughout the exercise.





#### MA MA MOO ELECTION

#### **Overview**

This fun game is particularly effective with younger groups. It is an excellent introduction for lessons with an Expression and Delivery focus. The game's structure allows for students to perform to groups of different sizes.

# Objectives

- To be able to identify important features of non-verbal persuasion
- To understand that there are many different good styles of speaking
- To be able to use a variety of nonverbal techniques while speaking

#### Task

You should begin with a class discussion or brainstorm about persuasive speakers and what features make them persuasive. Focus on non-verbal cues, including tone of voice, eye contact, body language, gesture, pace, volume & facial expressions. Try to cover a discussion of different persuasive styles of speaker. It is important that students understand that they don't need to shout to be persuasive. Speakers who are naturally calmer or quieter or less bombastic can still have very strong expression and delivery.

Display a list/mind-map of good communication skills that the pupils can refer to. Explain to the pupils that they have become citizens of Ma Ma Moo Land. It is a peaceful land, and this has allowed them to develop a sophisticated style of communication. Mamamooians only have 3 words in their language: ma, moo and ma-ma-moo. They rely on non-verbal cues in order to communicate.

Split the class into groups of 4/5. These groups represent the different regions of Ma Ma Moo Land. Each person will have 30 seconds to give their speech to the rest of their group. After each person has taken their turn, each group should vote for their candidate.

The chosen candidate from each county will then come to the front of the room and present their speech to the class as a whole. The pupils will then evaluate the speeches and vote for the new Leader of Ma Ma Moo Land. Wrap up by discussing the ways in which some candidates were more effective communicators than others, emphasising tone, speed and volume of voice as well as eye contact and gestures.





#### COUNT TO 10

#### **Overview**

This fun game makes a great starter for lessons with a focus on Expression and Delivery. It generates lots of examples that you can use in a discussion about non-verbal communication; and encourages an environment where students feel free to try new things.

#### Task

Students stand in a circle. Explain the activity: we will count round in a circle from one to ten, and back down again - each person says one number. (With younger groups you can practise just doing this.)

Now, we will take an emotion. As we increase the number, we will increase how much we show the emotion. As we count down, we will return to a neutral expression. If needed, you can give an example of this counting alone.

# Objectives

- To start a discussion about the use of non-verbal communication in speeches
- To relax and experiment with different body language

#### ■ Resources

Some emotions, e.g. Sad Happy Calm Angry Relaxed Stressed Sarcastic Sincere

Go around the circle a couple of times - try "anger" and "happiness" to start with. Students may feel comfortable using a larger range if the emotion passes round the circle more than once.

#### Tips:

Nervousness is a good emotion to try - it helps to show students that they can control how nervous they appear, even if we can't always control how nervous we feel. Older or more confident groups may enjoy trying to express trickier things like sarcasm or pomposity.





### MAKE IT SOUND GOOD / MAKE IT SOUND BAD

#### Overview

This activity provides guidance and practise in using language choice to shape a message. Effective expression and delivery is boosted by choosing suitable language to support the core message, and here students have an opportunity to work on this skill.

#### Task

The facilitator should introduce the session. In pairs, students will be given a statement. One student will make the statement sound good, and one will make it sound bad. To do this, they should choose one additional sentence to follow the statement they are given. Students are not allowed to use "because" or similar.

E.g. London is a big city. It's so vibrant!

#### London is a big city. It's so crowded!

The facilitator should circulate amongst the pairs, noting good examples. When the class is finished, a few students should be asked to present their phrases to the group.

The class should now discuss how they made

# Objectives

- To understand that the choice of language used in discussing an idea can shape whether the audience understands it in a positive or negative way.
- To make appropriate choices of language to create positive and negative interpretations.
- To understand that different tones and expressions can result in words having very different meanings.

#### ■ Resources

List of statements, e.g.: London/New York is a big city. Many people watch football. Rolex watches are expensive. Margate is a small seaside town. Cricket matches can last for many days.

the phrases sound good or bad. What word choices were made? What other possibilities were there? How can we emphasise those choices with our gestures and tone of voice?



# ESU TEACHING RESOURCE

# Bring the Drama!

#### **Overview**

In debating and public speaking it's important to make what you say interesting and engaging. The skills of expression and delivery include both what you say and how you say it.

This exercise will help students to explore and practise different ways to make their comments engaging.

# Objectives

- To understand several verbal and nonverbal ways to engage an audience
- To practise using varied vocabulary to support a persuasive position
- To practise use of voice and body in making speech engaging

#### Task

In this exercise students will be given a neutral statement, like the ones in the attached lists. They are going to make the point sound much more serious or important, using emotive language, adding details, and/or delivery.

Display a list of neutral statements on the board. Take one example and discuss a few different ways in which we could make it sound more important.

E.g. "The UK has a shortage of organs for transplant": they could say "British citizens are dying in their beds due to a shortage of life-saving organs." Or, they could say in a Very Serious Voice "The UK - has a shortage - of organs for transplant."

Give examples of both adding words/details and using voice/tone so students can participate according to their preference.

Ask each student to pick 2 statements to work on. Give them some time alone to work on different ways to bring drama to their statements. Students should then break into pairs and have time sharing in pairs and choosing their favourites and improving them.

Ask some pairs to present to the class -one example from each, or one collaboratively from both of them. Discuss the different techniques students have used to add a sense of importance to their statements.

Extension tip - ask students to create longer "vox pop"-style news report in pairs - one person should be the reporter asking questions from the studio, the other the reporter "on the ground".



# ESU TEACHING RESOURCE



#### Simple prompts

Cow stands in field Passenger boards bus Leaf falls from tree Boy mows lawn School opens on a Monday Woman crosses road Girl eats egg and chips Coats worn in winter Child plays on swing Paint dries on wall Man walks dog Bird sits on branch Newspaper sold in shop Singing heard in church Book borrowed from library

## Pensioner strokes cat Toddler eats ice cream Rain falls on town Boy wears shoe Grass grows on hillside Child answers phone Pond freezes in winter Children play games Cat walks along wall Sea washes on beach Bird sings in tree Cat stops at traffic light Person greets friend in shop Sun shines during day Person splashes in puddle

#### Harder prompts

money

British schools report a £1 billion funding shortage

We are sending in troops to stabilize the area Celebrities are often noted drug-takers The UK has a shortage of organs for transplant Women make up about 32% of MPs Juries can sometimes display bias We should abolish the House of Lords People engage in boxing Pictures in adverts are sometimes airbrushed The British monarchy costs the UK taxpayer Some video games involve extreme violence Not all young people are academically gifted In UK elections, everyone's votes count equally We should support Scottish independence Some schools have compulsory uniform policies Facebook has 1.94 billion active users Many adverts are aimed at children The army sends recruiters into schools The basic annual salary for an MP is £74,000 We should establish a no-fly zone over Syria



#### I COULDN'T DISAGREE MORE

#### **Overview**

This quick game introduces students to Response. Students should become used to ways to politely disagree with others, and not see disagreement as something that is always hostile.

This game is also good preparation for debates - students will become used to the idea of coming up with ideas in support of a position that they may not personally hold.

#### Task

Give participants a statement and ask them to give reasons why they disagree with you. Make the statements absolute, but difficult to disagree with (e.g. 'I believe that we should never hurt animals'; or 'I believe that lying is always wrong'; for older students, 'I believe that war is never justified').

#### Tip: Alternatively, go round in a circle

# Objectives

- To encourage students to see disagreement as "part of the game" rather than evidence of personal animosity
- To encourage students to think quickly, even when responding to something they personally agree with.

#### ■ Resources

Some topics, e.g. We should never hurt animals Fruit is always healthy Lying is always wrong War is never justified We should always obey the law

with each participant saying why they disagree with the statement given by the previous participant, and then giving a new statement of their own (e.g. "I couldn't disagree more because fruits can have too much sugar, but I do think that the sky is always blue", followed by "I couldn't disagree more because the sky is normally grey, but I do think holidays are fun").



#### **ALLEY DEBATE**

#### **Overview**

Alley debates are a flexible, informal debating format that you can adjust to a group of any size. They work best when students have one or two specific goals to work towards in that alley debate.

#### **Task**

Before beginning the alley debate, recap what students have learnt about making arguments. This may be generating reasons using "Why? Because...", or may include using a more developed acronym like REAL or PEEL. Now recap or introduce students to rebuttal. Rebuttal will take place at the start of every speech in the debates that they will take part in, and is a response to the previous speaker. Students may wish to use the following rebuttal template:

The previous speaker said... I disagree because... Instead I think...

#### E.g.

The previous speaker said fish make great pets because they are easy to look after. I disagree because being easy to look after is not the most important thing about a pet. Instead I think that the best pets are loyal and friendly - after all, a pot plant is easy to look after and that is not a good pet, whereas a dog is difficult to look after, but because it is loyal

and friendly it is a great pet.

Students should practise giving rebuttal - this may be in response to arguments you generate, or they can work in pairs.

Recap this activity by reminding students that every debate speech should begin with rebuttal (unless, of course, you are the first speaker in a debate).



#### S **Objectives**

- To become familiar with a debate as an activity with two sides
- To understand that in a formal debate, each speech should begin with rebuttal.
- To listen to others and respond accordingly (e.g. by building on their ideas, or responding to them)

#### **Resources**

A list of topics for debates, e.g. We should ban fast food shops We should not have to wear school uniform

PE should not be compulsory



#### 2. Alley debate

We are now ready to have a debate. Each debate will have up to 15 students on each side of the motion - if you have more than 30 students, please form more than one debate.

Give the students a topic to debate. One side is for the topic, the other is against.

Give the students 5 minutes to work in pairs to think of as many arguments as they can for their side of the debate. Students should be aware, as they prepare, that they will each have up to one minute to rebut the speaker before them, and give an argument of their own. Students cannot repeat arguments that have already been made: they must either prove wholly new claims, or provide different reasons or examples for claims that have been made before.

After the 5 minute preparation time, ask the students to form "alleys". Each alley debate consists of up to 30 students, in two lines of equal number, facing each other.

The first speaker from the "for" side begins. Then a speaker from the "against" side. The debate continues, alternating between for and against, until everyone has spoken.

Note: for some students, this task will be very challenging. It can be made more accessible by permitting a short pause after each speech in which the next speaker can plan their response, even in consultation with those standing next to them. Other students can use this time to assess whether they need to think of new arguments, and to do so if required.

#### Development

To challenge students, ask them to give longer speeches in the alley debate. A 2-3 minute speech should contain 2 arguments (rather than 1, as above). For this to work, the alley itself must be shorter: a maximum of 8 students per team rather than 15.

When students are giving longer speeches, challenge the students by asking them to rebut not just 1 argument from the previous speaker, but both of them.



# ESU TEACHING RESOURCE

## **REBUTTAL CATCH**

#### **Overview**

This activity gives students the opportunity to practise rebutting arguments. Larger groups should divide into two before beginning this activity.

# Objectives

 Prompts students to start to think about points critically, and come up with effective questions and responses.

#### Task

Students are divided into two groups proposition and opposition, and given a motion to consider for a few minutes. Then, they form a circle. An object is given to one student, who begins by giving an argument for their side of the house.

They then the object, and the student catching it gives a piece of rebuttal (if on the other side of the house) or a further explanation of the same point (if on the same side of the house). The object is thrown again, with the same rules applying (thus, a student who feels their argument needs a bit more work can 'ask for

#### ■ Resources

A ball/beanbag Some topics, e.g. This House would make children do chores to earn pocket money This House would require the media to display, promote and report women's sport equally to men's sport This House would give celebrities harsher punishments for their crimes than ordinary people This House would ban private schools

help', and the group as a whole sees good work modelled, rather than the format forcing us to accept off topic digressions or non-responses).





#### **MOVING ABOUT**

#### **Overview**

This activity can be played in its own right, or integrated easily into other games or activities. The physical nature of it helps students to focus on remembering to stick to a clear structure, and helps their peers (or the session leader) to provide feedback.

#### Task

Ask each student to come up with a statement, and three points to support it. Ask them to deliver the three reasons to the class in a short speech (they do not need to provide extensive analysis on their points, so long as the three points are distinct from each other). Ask that during the speech they move to a different place in the classroom between each point.

# Objectives

• To use a clear structure by separating a speech into several points

#### ■ Resources

Some examples of arguments, e.g. Assigning homework leads to students having no time for extra-curricular activities Assigning homework ensures students remember what they learnt in class

Tip: Instead of moving around the room, they can deliver one reason sitting on the floor, one standing up, and one sitting on a chair.





#### **CONDENSING MACHINE**

#### **Overview**

This activity helps students to practice their summarising skills, and works particularly well with younger groups.

#### Task

Ask the students to get into groups of 4-6. Give each group one of the lists of story prompts. They are now going to write a short story.

# Objectives

- To identify key points in a structured narrative.
- To practise summarising information that they are given.
- To get feedback on the importance of structure for the comprehension of others.

They should start by answering the questions to fill in the key details. They should then add more details and explanations to these. Encourage them to be creative with their ideas and their vocabulary. Their finished story should be one minute long.

The Journey

You are going to write a story about someone going on a journey. Start by thinking up answers to these questions, and then add in more descriptions and details. WHO is going on the journey? WHERE do they start? WHY are they travelling? WHERE do they visit first? WHO do they meet there? WHERE do they finish the journey?

The Party

You are going to write a story about a party. Start by thinking up answers to these questions, and then add in more descriptions and details. WHO is hosting the party? WHY are they having the party? WHERE is the party held? WHO comes to the party? WHAT do they do there? HOW does the party end?





The Argument

You are going to write a story about some people having an argument. Start by thinking up answers to these questions, and then add in more descriptions and details. WHO is having the argument? WHAT starts it off? WHAT are they arguing about? HOW do they behave? WHO else joins in? DO they try to stop it? Or do they make it worse? HOW does the argument end?

The New School

You are going to write a story about someone starting at a new school. Start by thinking up answers to these questions, and then add in more descriptions and details. WHO is starting at the new school? WHY have they come to this school? WHAT is the school like? WHO do they meet when they get there? WHAT do they spend their first morning doing? HOW do they feel about it when it is over?

Once they have their story written down give them a few minutes to discuss it. What do they think the most important features are? How can they tell? Can they think how they might recognise key features in other stories?

Each group should now send one "messenger" to deliver their one minute story to the next group. The messenger should make sure that they are not overheard by other groups. The listening group should think about what is most important in the story, and write a shorter, 45 second version. Again, a messenger should be sent to deliver this 45 second story to the next group.

Each group now comes up with a 30 second story, which is sent to the next group. This process continues with shorter and shorter stories until each group receives a very short (one or two sentence) summary of their original one-minute story. Try to ensure all of the students take a turn as the messenger.





Groups should now compare this very short summary with their original (written) story. Each group in turn should be invited to share the following with the class:

Does the short message contain the most important points/ key ideas of the original story? If not, what were those most important points?

Other groups should now be encouraged to offer their thoughts on why those important points were lost when they summarised the story.

Now repeat the task with each group given a new, different story prompt. Encourage the class to discuss what they learned and changed from the first run through.

For more advanced learners, ask them to write a story without giving them the story prompts. Is it more difficult? Why?

#### Tips

This game can be made more challenging by increasing the length of the original story, and asking students to condense it into shorter versions more quickly. For a challenge, ask students to begin with a three minute story, then summarise this in one minute, then thirty seconds, then one sentence.





#### **PREPARING FOR A DEBATE**

#### **Overview**

There are many different formats of debates and these simple steps provide a good framework for preparing speeches in most of them.

Timings can be adjusted to suit time available and level of students.

#### Task

Students should form small groups of 3-4. Distribute some topics from the list below or another suitable list of topics. It is best if every topic that you use has an equal number of students 'for' and 'against' it.

We shouldn't have to listen to our parents. The victims of bullying should decide how the bully is punished. Cars should be banned from cities. Children should not have to wear school uniform.

Gambling should be banned.

Students should now prepare to make short speeches on these topics, in their groups, using the following prep-time procedure. You can alter the times if necessary, these are just for guidance.

#### 1. Individual brainstorm (5-10 minutes)

Students should, working alone, come up with as many ideas as they can, and write these down using the mind map technique. During this stage, students should not worry about developing their ideas, but should just write down as many ideas as they can.

2. Group mind map (10-15 minutes)

The whole group should now discuss the ideas that each individual student has generated, and put them onto one mind-map. The group should discuss where ideas are the same, similar and different and use this to produce a mind-map that represents all of their individual work.

3. Identify the best points (5-10 minutes)

The group should now look at all the ideas on their mind-map, and select the 6 ideas that they think are the best. They should look for ideas that are interesting and that many of them identified as important to this debate.



# Objectives

- To generate and make REAL arguments on a given topic.
- To share ideas with a group and collaborate on choosing and developing the best ones.
- To deliver REAL arguments clearly and confidently when practising.
- To develop arguments based on key stakeholders with several layers of explanation.



4. Make the points REAL (10-15 minutes)

The students should then distribute these 6 points amongst themselves, and create a REAL argument for each one. They should use the group mind-map to find ideas that will help in this, and discuss arguments as a team where needed.

Remember -

Reason - a short statement or headline that is an important claim in your speech or argument Example - a statistic, case study or illustration that supports the Reason

Analysis - an explanation of the relevance of the Example, and of the Reason, adding context and clarification

Link - a connection back to the Reason and, where relevant, to the broader topic or theme of the speech as a whole.

#### 5. Expression and Delivery (5-10 minutes)

Students should think about how they are going to deliver their speeches and which of the techniques they have learned that they will use. This might include tone, body language and eye contact. They can note this in their speeches if it helps them.

They should also consider if they know any adjectives, synonyms or other language that can make their REAL points even more persuasive.

#### 6. Final preparations (10 minutes)

Finally, every student should have one or two REAL arguments, and prepare to deliver these to the class. They should practice as a group, and give each other feedback on the final delivery of each argument.

#### Development

Challenge students by giving them more difficult topics and pushing them to write longer speeches with more detailed and developed points.

If there is time some students can be asked to deliver their speeches in front of the whole class. This can be used to create class discussion of what elements of content, organisation and delivery have been done well and what can be improved.

