

Timeline and Pacing Guide

The following speech and debate timeline and pacing guide is provided as a best practice for structuring your speech and debate instructional programs. Please make any necessary adjustments based on your students' needs.

Date	Speech	Debate
Week 1	<p>Goals:</p> <ul style="list-style-type: none"> • Community building with team. • Begin to build public speaking skills. Have students read the Public Speaking and Critical Thinking Model Speeches (see Resources Website). (divide by paragraphs). • If available, record the students for a pre-version of themselves as public speakers. Students love seeing their progress at the end of the six weeks. • Introduce extemporaneous speaking (see Public Speaking Exercises within Resources Website). • Review timeline with students. • Review speech format and judging rubric. • Begin to build vocabulary specific to the topics. • Topic orientation: <ol style="list-style-type: none"> i. Prior knowledge and sentiments on topic. ii. Build knowledge: topic overview iii. If computer access allows: introduce google docs debate development template. iv. Start identifying pro/con arguments/critical questions. 	<p>Goals:</p> <ul style="list-style-type: none"> • Community building with team. • Begin to build public speaking skills. • Review timeline with students. • Review debate format. • Begin to build vocabulary specific to the topics • Topic orientation: <ol style="list-style-type: none"> i. Prior knowledge and sentiments on topic. ii. Build knowledge: topic overview. iii. If computer access allows: introduce debate development template (see Resources Website). iv. Start identifying pro/con arguments/critical questions.

<p>Week 2</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Build public speaking skills/extemporaneous speaking exercise warm-ups. • Watch videos of young speakers (e.g. TED Talks, etc.) first with sound off then sound on to identify multiple strategies for expression. • Students commit to position on topic. • Review speech frame/structure. • Vocabulary building (traveler & specific). • Guided and independent research: review articles/info graphics to develop arguments & identify supporting evidence. 	<p>Goals:</p> <ul style="list-style-type: none"> • Build public speaking skills. • Watch videos of young speakers (e.g. TED Talks, etc.) first with sound off then sound on to identify multiple strategies for expression. • Vocabulary building (traveler & specific). • Review point/counterpoint cards: Tools for developing argument. • Students continue to research.
<p>Week 3</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Build public speaking skills/extemporaneous speaking exercise warm-ups. • Introduce concept of “hook”. • Students develop thesis statement and begin work on a hook for their speech. • Vocabulary building (traveler & specific). • Use argument matrix to list arguments and evidence. • Students begin to write speech. • Focus on performance and extemporaneous speech and frames. 	<p>Goals:</p> <ul style="list-style-type: none"> • Build public speaking skills (warm-up activities). • Vocabulary building • Document research findings using the point/counterpoint format to develop pro/con positions. • Begin practicing point/counterpoint exchanges. • “Perform” the model debate script (on drones or violent video games) so students can practice the roles and the language. • If available, record the students for the “pre-version” of themselves as a debate team (see Week one). Students will love seeing their pre- and post- selves at the end of six weeks. • Practice taking notes since this skill will be beneficial during the debate.

Appendix 1: Timeline and Spacing Guide

<p>Week 4</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Build public speaking skills/extemporaneous speaking exercise warm-ups. • Vocabulary building; focus on transition words. • Students complete first and second drafts of speech. • Students practice reading their speeches in front of group. 	<p>Goals:</p> <ul style="list-style-type: none"> • Assign team roles (if students haven't identified them already). • Consolidate and coordinate arguments (Argument, Counter Argument and Rebuttal for pro/con). • Everybody on the team collaboratively writes the Opening Statement, and develops the closing statement as a mirror to the opener. Everyone needs to participate in the creation of the Opening, not just the Opener. • Practice.
<p>Week 5</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Build public speaking skills and extemporaneous speaking exercise warm-ups. • Put the final touches on speeches. • Students practice presenting speech and get feedback on performance. • Recommended to meet three times/week the final week or two. 	<p>Goals:</p> <ul style="list-style-type: none"> • Refine opening and closing statements. • Focus on performance: note-taking, question-asking and response. • Students practice putting arguments/questions and responses into their own words. • Recommended to meet three times/week the final week or two.
<p>Week 6</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Students work on memorizing speech (not required to have memorized but it will give them confidence and help them "own" their speeches). • Have students present speech to whole group, with peers assessing using the evaluation rubric so that they get feedback and internalize the rubric. • If available, record the students for the "post" version of themselves as public speakers (see week one). Students will love seeing their pre- and post- selves. • Recommended to meet three times/week the final week or two. 	<p>Goals:</p> <ul style="list-style-type: none"> • Divide team into Pro/Con sides, and run through practice debates with full roles played out. Students should practice presenting in multiple roles so that each student has fluency in the spontaneous expression of each role. • If available, record the students for the "post" version of themselves as public speakers (see week 1). Students will love seeing their pre- and post- selves. • Recommended to meet three times/week the final week or two.