



Expression and Delivery		Lesson 5
Materials Needed: • Slide deck for presentation. • Paper/whiteboard, Pen/pencils		Optional: • Session 5 uplevelling opening resource • Stopwatch
Learning Outcomes: By the end of the lesson, students will be able to: • Use voice, pace and emphasis to make a speech more engaging and persuasive. • Identify features of effective speech delivery and debate openings. • Deliver a short speech with increased confidence, expression and clarity.		✓ I can use pace, volume and emphasis to make my speech engaging. ✓ I can identify features of effective debate delivery. ✓ I can deliver a short speech clearly and confidently to an audience.
Key Vocabulary: • expression, pace, volume, emphasis, gesture, audience		
Warm Up Activity 3-5 mins	Slides 2-4: Pair up the students. Introduce a simple phrase and ask them to adapt it to sound positive or negative without changing the original meaning. Slide 3 has examples.	Students understand that simple phrases can be interpreted differently depending on modifiers
Introduction 5-10 mins	Slides 5-6: Discuss devices that make a speech engaging (incl. pace, pauses, tone, gestures). Slide 7: Show “paragraph” and have students discuss why the opening is “weak”. Students to use info from previous slides. Slide 8-9: Show a “stronger” paragraph and discuss what makes it strong using evidence from the model. (References to strong hook, emotive language, confidence, etc). Slide 10: What might students need to consider while performing their speech - the devices mentioned in slide 5.	Students identify features of effective public speaking. Students understand how devices used in situ can create an impact.
Group activity 10 minutes (5 min - 5 min split) *Can extend if needed	Slide 11: Give each student a weak opening (provided in the resources or on slide 12) to uplevel and improve using devices from this session. They have 5 minutes to make notes for their speech. Slide 13: After 5 minutes, pair up students. Students perform their speech to one another and provide feedback. Swap so that each student has spoken and received feedback. *If the group is small, they can perform to the whole group.	Students practise adapting speeches to make them more persuasive. Students apply delivery skills in front peers.
Plenary/ Conclusion 3-5 mins	Slide 14-15: Give a quick recap of previous skills learned during the session. Ask students what they remember about each session. Ask the question “Which judging criteria matter most?” and gather student thoughts with justified answers. Slide 16: Complete the one-sentence plenary task to consolidate.	Students reflect on their speaking strengths and next steps.

**Do you have more than 30 minutes?****Lesson 5****Extend the Uplevelling Openings Activity****After improving an opening:**

- Ask students to compare different versions.
- Discuss which opening would be most effective in a debate and why.
- Encourage students to refine vocabulary and sentence structure further.

Extend Delivery Practice**During rehearsals:**

- Ask students to focus on a different delivery skill each time (pace, volume, emphasis, gesture).
- Encourage peer coaching and feedback between rounds.
- Allow students to re-deliver their speech after receiving feedback to demonstrate improvement.

Extend Feedback**After performances:**

- Ask the audience to identify effective use of pace, emphasis or body language.
- Encourage students to explain which delivery choices made the speech persuasive.

Want to extend a student?**Lesson 5****For more confident students:**

- Challenge students to deliver the same speech using different persuasive techniques and discuss which is most effective.
- Ask students to identify where deliberate pauses should be used for impact.
- Encourage students to use gesture, eye contact and movement purposefully.
- Challenge students to memorise part of their opening rather than reading it.
- Ask students to adapt their delivery for different audiences (e.g. classmates, judges, the public).
- Require students to explain why particular words or phrases should be emphasised.

Need more support?**Lesson 5****For less confident students:**

- Allow students to rehearse with a partner before presenting.
- Provide model openings to adapt rather than writing from scratch.
- Focus on improving one delivery skill at a time (e.g. volume or pace).
- Use sentence stems and partially completed speech openings.
- Allow students to remain seated during initial practice rounds.
- Encourage students to annotate scripts with pause, emphasis and breathing points.
- Provide positive peer feedback prompts such as:

"I could hear you clearly when..."

"Your strongest moment was..."