



Speechmaking

Voices2Inspire

*How can your
voice change
the world?*



Contents



3 Challenge guidance

3 About this challenge

4 Judging criteria

5 Speechmaking resources

5 The Oracy Framework

6 The Oracy Benchmarks

7 Planning the challenge

8 The audience

9 Introduce

11 Ingredients of a great speech

12 Incubate

14 Initiate

16 Innovate

17 Inspire



Challenge Guidance



Talk to inform



Talk to persuade



About this challenge

In this challenge, your students will write, practise and perform a speech, talking to persuade and inform. Our question to them is: “How can your voice change the world?”

Set high expectations for presentational talk in your school, and with your vision and support, your students will:

1. Experience being heard and feeling valued - supporting our Teacher Oracy Benchmark 2: Valuing Every Voice;
2. Develop their ability to be agile communicators;
3. Learn how to feel comfortable in the uncomfortable.

Speechmaking is a form of presentational talk so students will need to consider how they adjust their language, content and manner to the needs of their audience. Students should think about the content and structure of their speech as well as vocabulary choices, rhetorical devices and how they will connect with their audience.

Why speechmaking?





Speechmaking challenges you to engage students, to hear their own thoughts and aspirations and to ensure inclusion for all. The process of developing an idea into a speech enables students to explore what it is they are passionate about and become experts on a topic, building confidence and empowerment amongst your student community.

Speechmaking has a strong focus on learning to talk as, in order to deliver interesting and captivating speeches, students must be taught the conventions of speechmaking. However, implementing a speechmaking programme at your school also provides opportunities for students to learn through talk, deepening their understanding of the subject at hand.

Judging Criteria



We have provided our judging criteria as a feedback tool, consisting of the four strands of the Oracy Framework, which you could use when assessing how effective a student's speech is. Why not ask students to form a panel of judges and give feedback on each other's speeches while they practise?





Student name:		School:	
Judge's name:		Individual adaptations agreed:	
Judging criteria: These criteria are based on the four strands of the Voice 21 Oracy Framework .			
 Physical	 Linguistic	 Cognitive	 Social & emotional
<ul style="list-style-type: none"> <input type="checkbox"/> Varies their voice (tone, volume, pace, pauses) for effect. <input type="checkbox"/> Uses hand gestures and facial expressions to support what they are saying. <input type="checkbox"/> Uses the space confidently (e.g. comes forward to the audience). 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses unusual, powerful or emotive language. <input type="checkbox"/> Maintains a formal tone for the majority <input type="checkbox"/> Uses rhetorical devices (e.g. rhetorical questions, metaphors, lists of three, humour). 	<ul style="list-style-type: none"> <input type="checkbox"/> Has chosen a topic they are able to talk about in detail and in depth. <input type="checkbox"/> Gives developed reasons for their opinions. <input type="checkbox"/> Structures their speech clearly (e.g. a beginning, middle and end; a circular structure which returns to an idea from the start). 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes a connection with their audience (e.g. by hooking them, by linking to their shared experiences). <input type="checkbox"/> Speaks with confidence (e.g. makes strong eye contact).
Comments:	Comments:	Comments:	Comments:



The Oracy Framework

Oracy skills

This challenge will help your students develop the following skills:

Oracy skills	Physical		<ul style="list-style-type: none"> - To vary their voice (tone, volume, pace, pauses) for effect. - To use hand gestures and facial expressions to support what they are saying. - To use the space confidently (e.g. come forward to the audience).
	Cognitive		<ul style="list-style-type: none"> - To choose a topic they are able to talk about in detail and in depth. - To give developed reasons for their opinions. - To structure their speech clearly (e.g. a beginning, middle and end; a circular structure which returns to an idea from the start).
	Linguistic		<ul style="list-style-type: none"> - To use unusual, powerful or emotive language. - To maintain a formal tone for the majority of the speech. - To use rhetorical devices (e.g. rhetorical questions, metaphors, lists of three, humour).
	Social & Emotional		<ul style="list-style-type: none"> - To make a connection with their audience (e.g. by hooking them, by linking to their shared experiences). - To speak with confidence (e.g. makes strong eye contact).

The Oracy Benchmarks

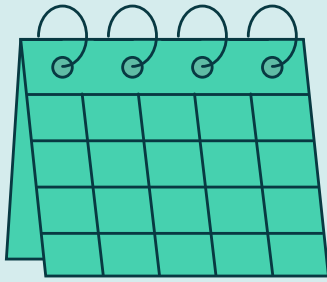


Our Oracy Challenges will support you to meet all five **Oracy Teacher Benchmarks**.

Consider the following:

- 1**
Sets high expectations
How could an authentic audience raise the bar for your students' speechmaking skills?
- 2**
Values every voice
How will you support all students to feel valued and confident delivering their speech?
- 3**
Teaches oracy explicitly
Which skills from the Oracy Framework will you need to teach to support this type of talk?
- 4**
Harness oracy to elevate learning
Which curriculum area's learning could be reinforced through this challenge? Could you show what difference a rich stimulus can make to a student's oracy skills?
- 5**
Appraise progress in oracy
How will you ensure your students receive feedback on the content and delivery of their speech?

Planning the challenge








This challenge could be completed over a number of lessons, preferably spacing it out over a few weeks. Students should be given ample time to both write and practise their speeches.

You may want to use the following **planning proforma** to help structure the challenge.

Curriculum links

This challenge can be integrated into different curriculum areas by thinking carefully about the context. For example, students' speeches may be based on a text they're reading in English or something they've learnt in history. However, the most important thing is that the speech should be on something that is meaningful to that student and linked to how their voice can change the world. Here are some examples of speech titles which could be derived from work in your curricula:

Curriculum area	Primary	Secondary
English 	How can reading change your life?	What can we learn from Jay Gatsby?
History 	What did WW2 teach us about conflict?	Should we all be a little more like Emmeline Pankhurst?
Science 	We need to get more girls and women involved in STEM education.	Are Just Stop Oil doing a good job of raising the profile of the dangers of Fossil Fuel?
PSHE 	How 'being kind' is shown through actions rather than just words.	Free speech and social media: can we have both?
PE 	Why Euro 2022 taught us that women footballers should be paid the same as men.	How Tony Adams proves that footballers can be great advocates for mental health.

Audience



It is important to consider who will be the audience for your students' speeches; the choice of audience may impact on the content and delivery of your students' speech so it is important to discuss this with them beforehand. An authentic audience, rather than only their teacher or peers, raises expectations and elevates the quality of the talk.

An authentic audience in this case could include anyone who is interested in the specific area of the speech i.e. SLT, governors, sports people or local politicians. This is particularly important if you are holding a whole school showcase. Why not invite some authentic audience members to be on the judging panel?

Providing students with a range of different opportunities to speak to different audiences can help to improve their confidence. A selection of different audience types are outlined here:

Which audiences do you think would be best for this challenge?



Introduce



Objective

To understand the purpose and audience of a speech

For many students, the idea of speechmaking will be new and it is useful to spend some time introducing public speaking as an art form. Introduce the concept of a speech to your students by sharing one of our examples, watching a local speech or perhaps doing one yourself. The following questions are worth exploring with students:

- Who gives speeches? Why?
- How is a speech different to writing?
- How have speeches changed the world?

It is a good idea to share some iconic speeches with students in order to answer the questions above. Why did Martin Luther King give his 'I have a dream' speech, for example, and how did it change the course of history?



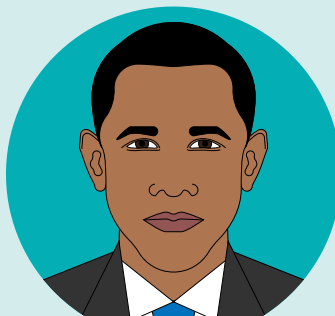
Martin Luther King Jr.



Greta Thunberg



Emmeline Pankhurst



Barack Obama

Powerful examples

Immersing students in lots of varied examples of speeches, which cover different issues, periods of time, places and speaker styles as well as a diverse range of orators will help to set high expectations and also allow students to consider how they might want to deliver their speech.

For some students, a more academic and formal speaking style may feel more natural; for others, this might be a chance for them to use their storytelling skills to tell anecdotes and use humour.

Examples of students as speech makers

Take a look at these examples of students being speech makers for inspiration:

- [Kid President's pep talk](#)
- [Maddie Cranston's speech about using the power of your voice](#)
- [Najae Hackett's speakout grand final](#)
- [Greta Thunberg's passionate speech about climate change](#)






Or why not show some adult speeches too to inspire them?

- [Emma Watson's speech on gender equality](#)
- [Barack Obama's correspondent's dinner](#)
- [Winston Churchill's 'We shall fight on the beaches' speech](#)
- [Oprah Winfrey's speech - 'Time's up'](#)



Once your students have watched a speech, ask them to consider the following key questions:

-  What is the purpose of the speech? Is it simply to inform or to persuade the audience of something?
-  Who is the intended audience of the speech? Is it for children or adults? A local, national or international audience? How can you tell?
-  What oracy skills are important for a speech maker or orator? How can these skills be developed? How are these skills useful in other areas of life?

What makes a great speech?

Objective

To identify the key elements of a high quality speech.

Once you have established the purpose and importance of speechmaking, it is time to explore what makes a great speech. The Oracy Framework provides an excellent frame through which to analyse this.

When exploring examples of speeches, such as those suggested above, spend some time picking out what made a particular speech so effective. The questions below are a useful prompt.

Physical		<ul style="list-style-type: none"> – How do they vary their voice to support what they are saying? (tone, volume, pace, pauses for effect) – How do they use gestures and facial expressions to support what they are saying? – Do they use posture and space confidently? – Does their voice change at any point?
Cognitive		<ul style="list-style-type: none"> – How do they develop their ideas over the course of the speech? – Do they give developed reasons for their opinions? – Do they structure their speech clearly? e.g. do they have a beginning, middle and end or a circular structure which returns to an idea from the start?
Linguistic		<ul style="list-style-type: none"> – How formally or informally do they speak? Why do you think they do this? – How do they use unusual, powerful or emotive language? – Do they use rhetorical devices such as rhetorical questions, metaphors, lists of three?
Social & Emotional		<ul style="list-style-type: none"> – How do they make a connection with their audience? e.g. do they link to their shared experiences? – Do they speak with confidence and passion? How do they show this? e.g. do they make strong eye contact?

Objective

To understand the purpose and audience of a speech

To deliver a powerful, thought-provoking speech, a speaker must be passionate about the subject of their speech. Your students need to have opportunities to explore issues and discover what is important to them, within the parameters that you set.

Immerse them in a range of issues and allow them time to reflect on which of these really pique their interest. By doing this, students are likely to choose more far-reaching, complex subjects for their speeches.

Outlined here are some ideas for how this stage could be structured.



Carousel

Students take part in a carousel with different teachers introducing them to different topics or themes. Students then choose which topic they would like to explore more based on this introduction. Students could research this independently or break off into different teacher-led groups based on interest to explore a topic further.



Independent research

Over a series of lessons, provide pupils with a range of different research packs, with links to interesting, age-appropriate blogs, websites or videos.

If you have access to iPads it can be useful, especially for younger students, to create a range of QR codes linking to content relevant for each of the topics.

Experiences: speakers, assemblies, trips



Create experiences for students to inspire the content of their speeches. You could take students to see inspirational speakers or invite speakers from the local community in to talk to students. Assemblies which explore different issues are another great way to inspire students. Finally, taking students on trips which provide them with an opportunity to explore an issue or topic in more depth are an excellent way to enthuse students, helping them gather information or ideas which can be included in their speeches.

Honing the topic

Once they have chosen an overarching topic for their speech, your students will need to hone their idea, ensuring their speech is focused and that their argument is well-formed.

Here are some strategies to support students to hone the subject of their speech:

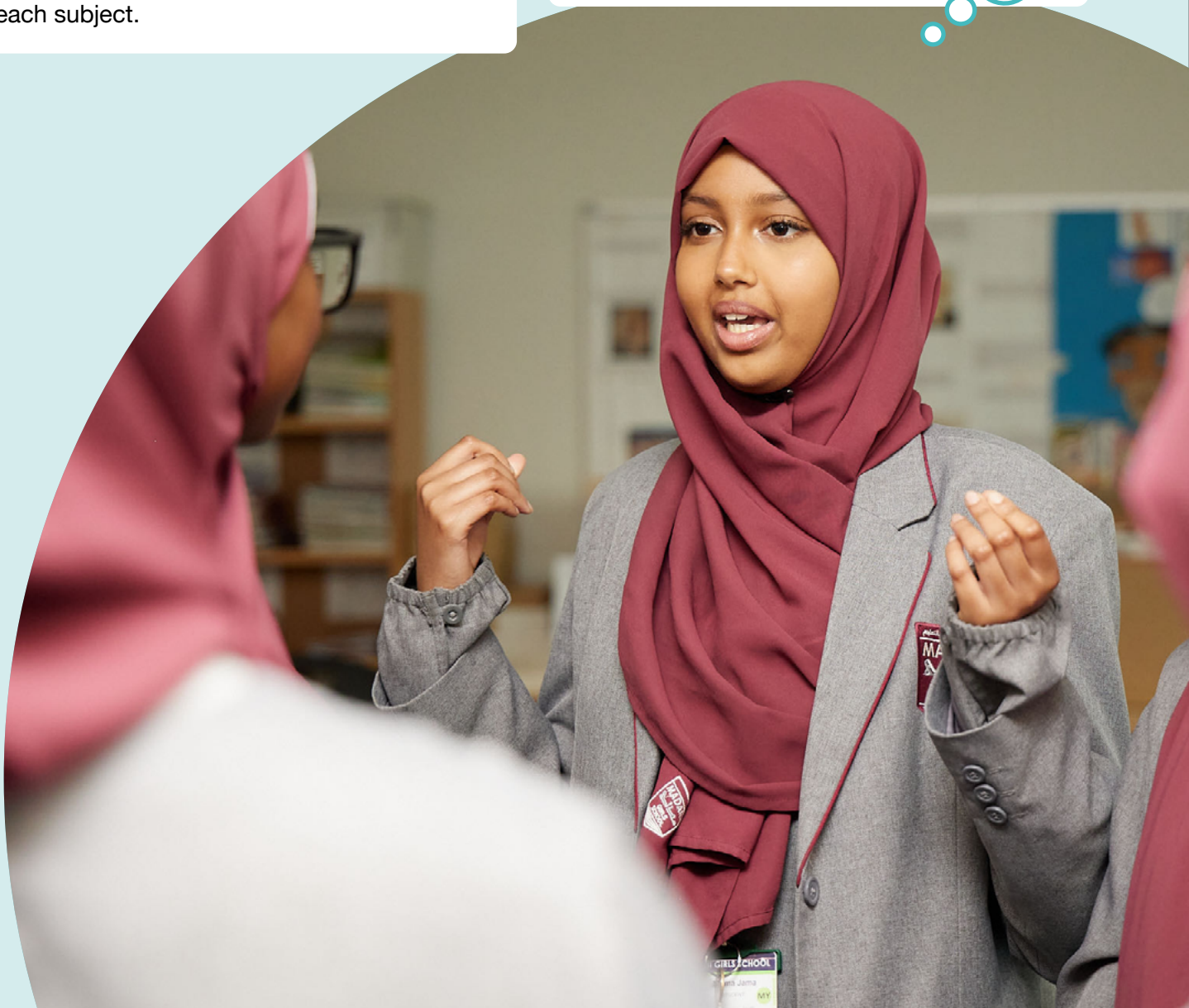


Snowballing

Students write a general subject for their speech e.g. football, in the middle of their paper, screw it up and throw it. Each student then picks up someone else's snowball and joins on a more specific idea e.g. footballers are paid too much. This could be repeated as many times as you like to get more ideas on each subject.

“Some people think, but I think...”

Give students an image or concept e.g. the zoo, and ask them to decide what some people think about this. e.g. “Some people think a day out at the zoo is fun”. Then ask them to flip this perspective e.g. “But I think, zoos are cruel and inhumane”.



Initiate

Objective

Decide on some linguistic devices

Your students' words will have a far greater impact if they have made considered and deliberate choices about the language that they use in their speech.

By teaching your students a range of linguistic devices, and focusing on the linguistic strand of oracy, you can support them to make sophisticated and individual choices about how they will hook their audience's attention, and hold on to it over the course of their speech.

Creating a Hook

The purpose of a 'hook' is to grab the audience's attention. This can be done in a number of ways:

3 single words

Anecdote (story)

Onomatopoeia

A question e.g. 'What if...?'

Shocking statistic

Characterisation

Painting a picture in the audience's mind e.g. 'Imagine..'



Rhetorical devices for the main body

Developing students' ideas into fleshed out paragraphs can be a challenge. Teaching students different devices gives them a frame to hang their ideas on. Here are some devices that you may want to look at:

Having a refrain or repeating ideas throughout the speech

Figurative language: similes, metaphors, imagery

Speaking directly to the audience

Signposting where the speech is going and how it fits together

Anecdotes



The Ending

The ending of a speech is as important as the opening. It is what the audience will leave thinking about and so should emphasise the main messages of the speech and make it memorable. There are a number of ways students can achieve a punchy ending:



A call to action; get their audience to go and do something!

Summarise what they have said

Write a sentence that builds to a clap

Repeat their refrain

A rhyme

Return to how they started their speech. i.e. talk about the same idea they used in their hook



[This video](#), from Simon Lancaster, outlines 6 'tricks' students can use to write compelling speeches which make an impact.

Objective

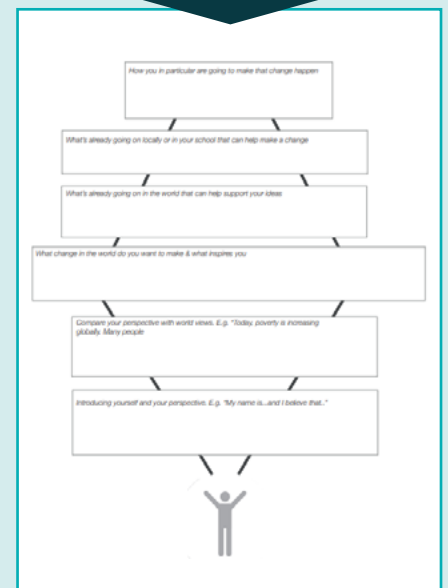
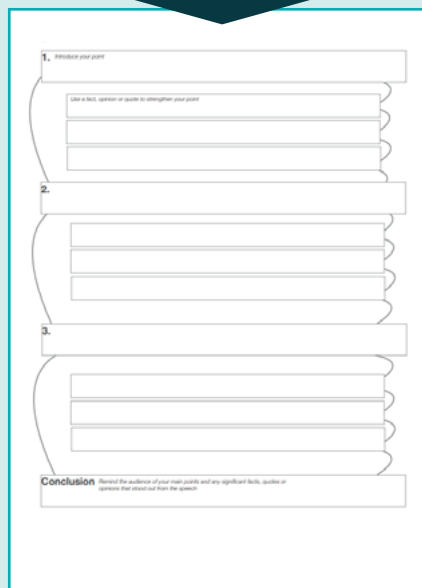
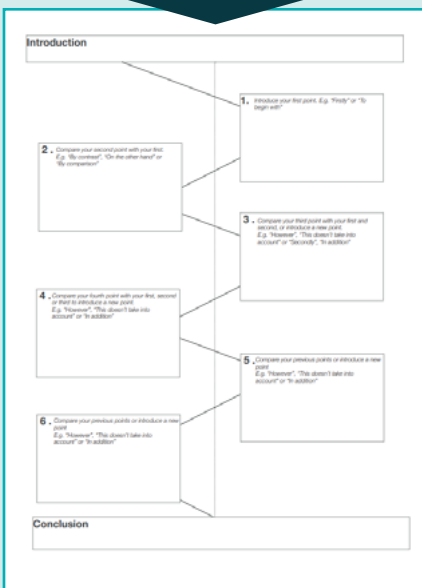
To structure and write a speech

To ensure your students are able to write a coherent speech, it is important to provide them with a clear structure. For younger students, this could be one structure that is used and adapted by all students. Older students could be provided with a bank of exemplar structures to choose from. Here are a few different structures you may want to use:

A zig-zag structure allows you to compare different scenarios, people, or times.

A layered structure develops an argument by using facts, opinions and quotes to strengthen each point.

A diamond structured speech zooms out from your individual perspective to a wider world view before coming back to your perspective to conclude the speech.



To download fully sized versions of these structures, [click here](#).

Once students have written the first draft of their speech, they should have opportunities to critique and redraft their speech before they begin learning and practising the performance elements of speechmaking.

Objective

To learn and perform a speech

Once your students have written a speech they are proud of, it is time to focus on the performative elements of speech making. For many students, this will be the most nerve-wracking element of the speechmaking process so it is worth making sure that you leave plenty of time for this stage.



This part of the speechmaking process focuses primarily on the physical and social and emotional strands of the Oracy Framework. The

physical strand encompasses their use of voice. For example, the pitch, tone and volume of a student's voice, as well as other aspects of their delivery. It also considers their stage presence, and how they use gestures and movement to support the delivery of their speech.



The **social and emotional strand** focuses on how a student has an impact on their audience, as well as their confidence and flair when

performing. This means it's very important to give your students plenty of opportunity to practise and hone their speech in front of an audience. One way to do this is to expand their audience a little each time to avoid it being too daunting e.g. a partner, to small group, to a large group, to a class, to the key stage or whole school.

Learning the speeches

Once your students have written their speeches, it's important that you support them to learn them, giving them plenty of time to practise. Learning their speech will involve fully internalising it to the point where students don't have to think about what line comes next. It can be a big challenge for some students but here are a few different ways that may help them to learn their speech:



See it Encourage your students to write out the speech by hand and illustrate it with patterns and pictures to help visualise it when the aid gets taken away.



Move it Ask your students to make up gestures or movements that match the words in the speech. Some of these may stick for the final performance, some may just serve to help the student remember a tricky part.



Listen to it Use recording equipment such as a phone or tablet and allow students to self-evaluate their performances. As well as critically examining their strengths and areas for development, this will also strengthen the memorising of their speech.



Speak it Suggest that your students practise their speeches multiple times, marking up a copy with how they want to say them in terms of volume, pace, pauses etc. Encourage them to say it aloud in front of a mirror, whilst walking the dog or even build their confidence in front of friends and family.

Bringing speeches to life

Remember that even though the content of your students' speeches is of course important, the impact of the speech will largely come down to how it is performed. Watching a number of exemplar speeches is a good way to pick out which vocal and non-verbal strategies are most impactful. Here are a few things they may want to consider:

A combination of fast, medium and slower paced speaking can add interest to a speech

Ask students to accentuate certain words to ensure that the pace isn't too fast

Leaving a power pause along with a slow and steady look at the audience can give them time to think about the key issues, especially if there's a call to action

Gestures can help to emphasise key ideas

Changing tone during a speech can help to build a connection with the audience

Filming the students practising their speeches can be a good way of making them aware of their body language and facial expressions

Ask your students to think about how they use the space around them e.g. what impact does standing still or pacing up and down have on the performance?

Props can sometimes (but certainly not always!) be a powerful addition to a speech

Feedback

In this phase it's important to ensure that your students both give and receive feedback on their own and each other's speeches. This will develop their understanding of what makes an effective speech and make sure they are informative, persuasive and engaging. Use our [Student-friendly Oracy Frameworks](#) to help them decide what to focus on. Below are some sentence stems which you could use to scaffold this feedback.

What worked well...

It was highly effective when you used/employed (technique) because...

I enjoyed this speech because of the way you...

I noticed...

A moment from the speech that I found really interesting/exciting/heartbreaking was...

I think you did a great job of...

Your speech made me feel...

I felt you understood the importance of...

There are various levels of... that implies you fully understood...

Even better if...

To challenge you, I would suggest...

To improve this speech I recommend... because...

Might you try...

I think you could have used/utilised/employed (technique) in the speech because...

I question if.... is the best way of conveying...

I wanted to see more of... because...

I feel like your speech could be even more powerful if...

I would draw your attention to...

A personal challenge for you might be... because...

Perhaps next time you could find a way of...



