

Speak Out - Stand Out!

"SPEAK OUT"
Speaking Clubs

TEACHER'S
MANUAL

Club Name:

Date of Commencement:

SpeakersBank 

www.speakoutspeaking.com

Contact Details

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Accreditation Body

SpeakersBank is the largest public speaking training organisation in the UK.



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Benefits for Teachers and Schools

Curriculum Benefits

- National Curriculum Citizenship at Key Stage 4
- The Key Skills requirements for Communication
- National Curriculum English Programmes of Study
- English EN1
- Social and Emotional aspects of learning (SEAL)
- Personal Learning and Thinking Skills (PLTS)
- CoPE (Certificate of Personal Effectiveness) GCSE equivalent qualification
- The presentation, performance and evaluation requirements for GCSE Drama
- Aspects of GCSE Business Studies and aspects of Foreign Languages coursework
- The statutory Key Stage 4 entitlement to Enterprise Education

Benefits for the school

Schools will enjoy the benefits of having more articulate students who have the confidence to participate more fully in activities.

The functional skills learnt in the "Speak Out" Speaking™ club help raise self esteem and confidence, therefore allowing students to transfer both the skills and the positive attitude to other areas of their learning. The clubs will have a significant impact on Student Voice and create a team of young ambassadors and leaders.

Benefits for the teacher

In addition to overseeing the development of their students, teachers can gain an accreditation as a Certified Public Speaking Facilitator.

To achieve this accreditation the teacher must ensure the following criteria are fulfilled:

- Clubs to complete successfully a minimum of two terms
- 15 students to achieve Certified Young Speaker status
- 5 students to achieve Intermediate Young Speaker status
- 2 students to achieve Advanced Young Speaker status

Further Benefits

- Ofsted – Schools can evidence participation in "Speak Out" Speaking™ clubs when completing their Self-Evaluation Forms (SEF) under sections 4e; 4f; 5b; 6a and A20
- ASDAN – 1 credit into CoPE (Certificate of Personal Effectiveness)
- Duke of Edinburgh Awards

Student Accreditation

There are 3 levels of accreditation that the student can attain. Each level consists of 6 set speeches together with additional tasks to be completed. A fellow student will verify each time a speech is made or a role fulfilled. Once all 6 Speech Topics and 4 Additional Roles are finished the student can log their details online and request their Certificate.

Level 1: "Certified Young Speaker" programme		
Speech	Objective	Skills
Me, Myself, I	Deliver a speech about yourself	Demonstrate present skill levels
Heroes and Villains	Bring to life a person who inspires or interests you	Ability to research a topic
Once Upon a Time	Engage the audience with a story	Imagination
Facts + Figures	Deliver an informational speech	Use of logic and structure
Add Impact	Enhance a speech with support material	Use of props and other devices
Change the World	Motivate the audience to take action	Passion and persuasion

Level 2: "Intermediate Young Speaker" programme		
Speech	Objective	Skills
Loud and Proud	Add impact using the voice	Vocal variety
Money Matters	Create a speech based on a financial topic	Make finance easy to understand
SFX	Use technology or visual effects to add impact	Applying technology to speaking
LOL	Entertain the audience	Use of humour
Vision	Deliver a campaigning speech	Motivation and inspiration
X-Factor	Deliver a speech at Assembly	Engagement and control

Level 3: "Advanced Young Speaker" programme		
Speech	Objective	Skills
Be Controversial	Argue in favour of something you don't really agree with	Argument
Make a Pitch	Sell your audience on your idea	Conviction
Off the Cuff	Deliver a speech without preparation	Working under pressure
Yes We Can	Create a speech with a memorable slogan	Speech writing
Comfort Zone	Give a speech outside of the school	Master a different audience
Ambition	Demonstrate your full skill set and explain how you will use it	Bring it all together

Additional Roles				
Level	Role	Requirement	Role	Requirement
1	Timekeeper	Act as a timekeeper	Evaluator	Give feedback to a speaker
	MC	Run a meeting	Games Master	Act as Games Master
2	Lead Evaluator	Provide overall feedback	Evaluator	Give feedback to a speaker
	MC or Games Master	Act as MC or Games Master	Mentor	Guide a new member in speech 1 & 2
3	Lead Evaluator	Provide overall feedback	Web Master	Set up a club website
	Lead Evaluator (DC)	At a different club	Mentor	Advise a new club how to set up
	Club President	For a minimum of one term		

Getting Started

Who is eligible to join

Clubs are open to any student interested in improving their speaking and communication skills, from **Year 9** through to **Year 12**.

Step One - Starting a "Speak Out" Speaking™ club

- Teacher decides to organise and run a "Speak Out" Speaking™ club and requests a resource pack
- The Teacher Manual, Resource Pack (Tools and Extras) plus Manuals for 20 students are sent to the school
- Teacher canvasses the student body (Assemblies, posters, newsletter, notice board, website, parents day etc), for potential members and explains benefits. The club is open to students from Year 9 to Year 12. Previous graduates of the "Speak Out" Challenge! are obvious candidates to join
- Teacher schedules the first meeting and picks 4 speakers to prepare for their speech #1

Step Two – The First Meeting

- Room is set up
- Teacher takes the role as Chair and other roles are distributed and explained. Members decide on a name for the club. Members decide on the three CLUB roles to be filled – President, Webmaster and Public Relations Officer
- Meeting takes place
- Next three meetings are scheduled and inputted to the Club Planner in the students' Speech Manuals and student diaries (if applicable)
- Roles for the next three meetings are decided on
- Students officially 'join' the club, and make a commitment to attend regularly

Step Three – Gaining Accreditation

- Each speaker's speech is evaluated by another member and 'signed off' by that evaluator in the speaker's manual
- After 6 speeches are completed the student inputs these details online, together with the Teacher's details
- The student also inputs details of the Four Additional Roles completed
- The Certified Young Speaker certification is automatically sent to the school via the Teacher for presentation at Assembly
- Intermediate Young Speaker and Advanced Young Speaker accreditation can be requested online once these additional speeches and roles are completed

The role of the teacher

The teacher is present to overview and supervise. The student members should take responsibility for the club once established. The teacher can of course fulfil a role on the day and offer advice and support generally and may want to be Club President for the first term. Alternatively a past "Speak Out" Challenge! champion may be an appropriate President.

Running a “Speak Out” Speaking Club

Where to hold the meeting

A large space such as a drama studio or meeting room may be a more conducive atmosphere than a classroom. However the meetings can be held in any suitable room

How to set up the room

Any free-standing tables should be put to one side. The chairs can be arranged in rows or in a semi-circle. If setting out in rows leave a space in the middle as an aisle. Sufficient space should be left for the stage speaking area (Masking tape can be applied to the floor to delineate the stage area if you wish). The stage area should not have chairs or tables in it

When to hold meetings

This is at the discretion of the club. Meetings could be weekly or fortnightly; and as part of the school day, extended hours programme, out of school hours or as part of a breakfast club

How long should they take

On the next page is an outline programme. This can be varied according to the number of speakers or the time available. We suggest the meetings last from a minimum of 60 minutes to a maximum of 90 minutes

Club Roles

In order to ensure the club runs effectively we recommend that these three positions are filled. These can be elected or selected and can run for a term or a year. The three officers should meet regularly to evaluate the progress of the club.

Role	Responsibility
President (P)	Responsible for scheduling meetings and guiding the club in general
Web Master (M)	Responsible for linking the club to the website and producing programmes for meetings
Public Relations Officer (PRO)	Meets and greets guests at meetings and helps publicise the club throughout the school

Meeting Roles

There are a number of standard roles to be filled at each meeting. It is important that the majority of these are decided in advance of the meeting (Members will have the facility to log in and book speaking slots and roles in advance). Even if a student is not giving a speech these roles all involve some element of speaking and listening. All present at the meeting should speak at some stage including any guests

Role	Responsibility
Master of Ceremonies (MC)	Responsible for running the meeting. MC opens the meeting, introduces guests, introduces other roles and speakers, and announces winners
Games Master (GM)	Decides on and introduces the Game of the Day. Also runs Impromptu Speaking section
Lead Evaluator (LE)	Gives feedback on Improptu Speaking speakers, MC, TK, GM and Es. Comments on club.
Evaluator (E)	Gives feedback to one of the main speakers
Time Keeper (TK)	Explains time keeping system and keeps track of speaking times. Responsible for collecting and counting voting slips. Keeps meeting on track and flags up anyone going over time.

How many should participate at a meeting

A meeting can be held with as few as 10 members or with as many as 30. If a smaller number attend then the members can carry out more than one role. For example a Speaker could also be an Evaluator. If a large number of Members attend, the Impromptu Speaking slots can be increased. Guests should be encouraged to attend to develop the interest in the club and increase membership

Meeting Programme Template

Time	Event	Notes
3.50pm	Room set up	The MC, Speakers and Members set out the room
4.00pm	MC opens the meeting. MC Welcomes any guests and asks them to introduce themselves. MC introduces the Time Keeper.	MC may have a theme of the day or some general comments about public speaking and/or the objectives of the club
4.05 pm	Time Keeper explains the timing system MC introduces the Games Master	TK demonstrates the timing cards Just a couple of lines
4.10pm	Games Master explains the Game of the Day and runs this section	The Game of the Day acts as an ‘Icebreaker’ to energise the group
4.15pm	MC introduces the first speaker and each subsequent speaker Speakers #1 - 4	These introductions should be kept short and can be imaginative Each speaker speaks for between 2 and 3 minutes
4.35pm	MC asks the audience to vote for Best Speaker. The TK collects and counts the votes MC introduces the Evaluation Section Evaluators #1 - 4 MC asks the audience to vote for Best Evaluator. The TK collects and counts the votes	Everyone present (including Speakers) votes for who they think gave the best speech MC can explain the WIN formula Each evaluator gives feedback to one speaker for 1 - 1.75 minutes. The evaluator should use the WIN formula Everyone present votes for who they think gave the best evaluation
4.45pm	MC welcomes back the Games Master Games Master runs the Impromptu Section Impromptu Speakers #1 - 6	The GM gives 4-6 speakers a different topic each to speak on Each Impromptu Speaker speaks for approximately 1 minute
5.00pm	MC introduces the Lead Evaluator Lead Evaluator gives feedback to Impromptu Speakers, MC, Time Keeper, Games Master and the Evaluators	The Lead Evaluator should use the WIN formula
5.05pm	MC announces the winning Evaluator and Speaker and gives them their award	
5.10pm	MC announces dates for next meeting and closes the meeting	The MC gives a brief ‘thank you’ and final comment on the meeting
5.15pm	Members write up their manuals	Evaluators write short feedback in the Speakers’ workbooks. Other members can make a note of the role(s) they have carried out in their Club Planner

Timing Details

Each role has an allocated time. The reason for this is to keep the meeting on track and also to teach participants to respect time limits. Green card is the minimum time and Red card the maximum.

Role	Time allowed	Timing cards shown
Speaker	Between 2 and 3 minutes	Green card 2; Orange 2½; Red 3
Evaluator	Between 1 and 1.5 minutes	Green card 1; Orange 1¼; Red 1½
Impromptu	Between 0.75 and 1.25 minutes	Green card ¾; Orange 1; Red 1¼
Lead Evaluator	Between 4 and 5 minutes	Green card 4; Orange 4½; Red 5

Resource Pack

The Resource Pack contains the following:

- Teacher Guide
- Speaker Manuals
- Impromptu Speaking Cards
- Games Pack
- Stop Watch
- Time Cards
- Evaluation Slips
- Best Speaker and Best Evaluator Prizes
- Programme Templates
- Club Folder
- Stage Tape
- Posters
- How to Introduce a Speaker
- Evaluation Form and Templates for the Lead Evaluator

Website Resources

Additional Website Resources:

- Accreditation Section
- Programme Templates
- Additional Games
- Additional Impromptus
- How To Guides
- General Public Speaking and Presentation Skills Videos and Tips
- Individual School Club Diary
- Links to other resources

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