

A young girl with dark hair tied back, wearing a dark school blazer with a crest on the left chest and a plaid skirt, stands behind a microphone. She is holding a small piece of paper in her hands and appears to be speaking. The background is dark and out of focus.

Metropolitan South Operational Directorate Primary Schools Public Speaking Competition

2020

School Handbook



Education

CONTENTS

Section	Page Number
Organisation	
Purpose and Contacts	3
Competition Rules, Guidelines and 2020 Adjustments	4-6
NSW English Syllabus Links	7
Speeches	
Structure	8
Manner	8
Matter	9
Method	10
Impromptu	11
Using Impromptu Preparation Time	12
Sample Palm Card Organisation	13
Sample Impromptu Topics	14
Adjudication	
Adjudication Templates	15-17
Hosting	
Preparation of Stage 3 School Level Finals	18-20
Compere Script	21-22
Recording Sheets	
Timekeeping Templates	23-24
Parent Information	
Parent Information Sheet	25-27

COMPETITION ORGANISATION

Purpose

The purpose of the Metropolitan South Operational Directorate Primary Schools Public Speaking Competition is to:

- Further develop the public speaking and speaking/listening skills of students K-6.
- Increase students' self-confidence to talk in front of an audience at a class, stage, school, network and grand final level.
- Maintain and enhance the strong tradition of public speaking in our schools.
- Standardise competition conditions, divisions, speaking times, structure etc. at the network level and beyond.
- Draw the best speakers in each stage from school, network and combined network finals to a grand final, providing talented speakers with an opportunity to compete at an elite level.

Network Contacts 2020

Principal Network	Network Coordinator	Contact Email
Auburn, Girraween and Parramatta	Amy Bazouni – Toongabbie PS	amy.abihanna@det.nsw.edu.au
Bankstown	Christina George – Revesby PS	christina.george1@det.nsw.edu.au
Beverly Hills	Paul Robinson – Clemton Park PS	paul.robinson@det.nsw.edu.au
Bondi	Ariane Howard – Coogee PS	ariane.howard@det.nsw.edu.au
Botany Bay	Rebecca Kelly – Matraville PS	rebecca.kelly78@det.nsw.edu.au
Canterbury and Strathfield	Danielle Fox – Campsie PS	danielle.fox20@det.nsw.edu.au
Chipping Norton	Kasey Armstrong – Georges Hall PS Despina Pavlou – Georges Hall PS	kasey.armstrong4@det.nsw.edu.au despina.pavlou1@det.nsw.edu.au
Chullora	Matthew Jones – Chester Hill PS	matthew.jones47@det.nsw.edu.au
Georges River	Angela Rozmeta – Oatley PS	angela.rozmeta@det.nsw.edu.au
Iron Cove	Lisa Lupton – Annandale PS	lisa.lupton@det.nsw.edu.au
Kogarah	Silvia Pavlovski – Connells Point PS	silvia.pavlovski@det.nsw.edu.au
Marrickville and Port Jackson	Kirsty McIntosh – St Peters PS	kirsty.mcintosh4@det.nsw.edu.au
Port Hacking	Rachel Ingram – Sylvania Heights PS	rachel.ingram3@det.nsw.edu.au
Sutherland	Chris Jarman – Sylvania Heights PS	chris.jarman@det.nsw.edu.au
Woronora River	Colleen Santilli – Yarrawarrah PS	colleen.santilli1@det.nsw.edu.au

The Metropolitan South Operational Directorate Public Speaking Committee (MSODPSPSC):

- Neil Lavitt - **Metropolitan South Operational Directorate Treasurer and Experienced Mentor**
- Chris Jarman - **Metropolitan South Operational Directorate Competition Chair**
- Amy Bazouni - **Metropolitan South Operational Directorate Secretary**
- Bec Kelly - **Metropolitan South Operational Directorate Secretary**

Acknowledgements

The committee would like to acknowledge the contributions to this handbook from past and present committee members of public speaking competitions across the Metropolitan South Operational Directorate (MSOD) and previous Department of Education school configurations.

THE COMPETITION AND 2020 ADJUSTMENTS

- The competition is normally coordinated through four divisions: Early Stage 1, Stage 1, Stage 2 and Stage 3.
- **This year, due to the unprecedented circumstances of the COVID-19 pandemic, the competition will be run in a trial online format and only offered to Stage 3 students.**
- **It is envisaged that opportunities for participation in all four divisions will be provided again in 2021.**
- Schools are encouraged to maintain their regular programs and stage finals for Early Stage 1, Stage 1 and Stage 2 students. However, **these students will not progress to a network final in 2020.**
- Stage 3 prepared speeches will need to be filmed and submitted electronically to the network coordinators for the 2020 network finals. These speeches will need to be recorded at school and the specific guidelines and processes will be provided to school coordinators prior to the Stage 3 network finals.
- Stage 3 impromptu speeches will be run virtually through a conferencing platform. Students will join the meeting from their school then be assigned into individual breakout rooms to be given their topic and will have 5 minutes of preparation time before being brought back to the main conference room to deliver their impromptu speech to the adjudicators where they will remain until the conclusion of the competition.
- Stage 3 students will need access to a device to film their prepared speech and also to participate in the virtual aspect of the network final (specific requirements to be advised by the network coordinator).
- The information in this handbook only covers Stage 3 for the purposes of the 2020 competition. A link to the 2019 handbook will be provided to school coordinators to access information for running their Early Stage 1, Stage 1 and Stage 2 school programs and finals this year.
- In 2019 over 190 schools registered across 19 Principal Networks. In 2020 there will be an opportunity for schools in 19 Principals Networks to participate in the refined Stage 3 online competition. These networks are comprised of 18 from MSOD, as well as Girraween Principals Network from Metropolitan North Operational Directorate. The competition will be open to all schools, including those who have not participated previously.
- Students in Stage 3 will progress from each level of the competition, from:
 - Class
 - Stage/School
 - Network
 - Grand Final

In 2020, one student from Stage 3 from each network final will compete in **the MSOD Primary Schools Public Speaking Grand Final to be held on Wednesday 18 November 2020 through a virtual platform.**

COMPETITION RULES

- ALL prepared speech topics must be approved by the Principal at the school level of the competition; by the network coordinator at the network level and by the MSOD PSPS committee at the grand final level.

- Speech duration:

Stage	Prepared	Impromptu
3	4 minutes	2 minutes

- Prepared speech bell times (for school-level Stage 3 competitions) - **Two bells** will be rung at the conclusion of the time to indicate that the speaker's time has expired. **A continuous bell will be rung 30 seconds after the completion time.**
- Due to the more controlled nature of filming prepared speeches, filmed prepared speeches will not be adjudicated beyond **4 minutes and 10 seconds** and **no part of the speech after this timed point will be considered by the adjudicators in their marking.**
- Impromptu speech bell times - Bells will **NOT** be used at the conclusion of time in the impromptu section. **A continuous bell will be rung 30 seconds after the completion time of the impromptu speech.**
- An adjudicator (where possible a panel of adjudicators) will adjudicate the network and grand final levels of the competition. Network coordinators will determine adjudicators for network competitions. The MSODPSPSC will coordinate the adjudication panel for the grand final.
- Schools should allocate adjudicators from their own school staff and follow competition protocols when deciding on stage finalists for school competitions.
- Professional learning for teachers in adjudication will be made available to all participating staff.
- Microphones – the only microphones permitted for use in the competition will be those attached to the recording device (phone, laptop, webcam or tablet). At no stage will external microphones or lavalier (lapel) microphones be permitted for the prepared or impromptu speeches.
- Competitors are not to have access to or use mobile telephones while participating in the competition.
- Awards – School Coordinators may organise certificates for school finals. Network Coordinators will organise certificates/trophies for the network finals. The MSODPSPSC will organise and present certificates to all grand finalists and a trophy to the winner.
- One WINNER and one HIGHLY COMMENDED speaker will be recognised in Stage3.
- Topics for prepared speeches are chosen by the students in consultation with their teachers, principals and parents/carers. Principals sign off on final approval of all speeches from their respective schools.
- Prepared speeches may be adjusted between the network and grand finals for the winning students, based on adjudicator feedback and the need to maintain recent and relevant examples. This may include changes in content, arguments, topic and manner. Revised prepared speeches will need to be digitally submitted again prior to the grand final.
- Controversial Issues** – from time to time some topics may seem to comprise controversial issues. If concerns exist in reference to the contents of a prepared speech, it is recommended that advice be sought from the Chair of the MSODPSPSC. Further information including the policy and procedures on *Controversial Issues in Schools* can be found at <https://education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools>.

Speech Requirements

- All Stage 3 competitors are required to deliver both a prepared and an impromptu speech at **every level** of the competition.
- Both the prepared and impromptu speech should be persuasive in nature. Information reports are not appropriate.
- Prepared speeches may be modified between competition levels but all changes must be approved by the Principal at stage and school level and by Committee at network and grand final level.
- Five minutes preparation time will be allowed for Stage 3 students.
- All speeches (both prepared and impromptu) for all stages are adjudicated with 40% weighting for method, 40% weighting for matter and 20% weighting for manner.
- For the **2020 Stage 3 competition only**, the **prepared speech will be given a weighting of 40%** and the **impromptu speech will be given a weighting of 60%**
- The marking criteria in terms of method, matter and manner for each stage is explained to all audiences prior to the commencement of all competitions.
- The use of external aids and props brought in by competitors is not permitted.

Competition Time Frame

Class

It is highly recommended that all students participate in the class competition and skill development throughout the year.

School

Stage and/or school finals and Stage 3 student selection should occur in mid to late Term 3. (Finalists from Early Stage 1, Stage 1 and Stage 2 will not be required for the 2020 competition)

Network

Network finals should take place in early Term 4 (Weeks 2-4).

Grand Final

The grand final will take place in Week 6 of Term 4 on Wednesday 18 November 2020 virtually via a conferencing platform.

LINKS TO NSW ENGLISH SYLLABUS OUTCOMES
Speaking and Listening Outcomes English K-10 Syllabus

Speaking and Listening	
Objective A	Objective B
Early Stage One	
ENe-1A Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction	ENe-6B Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
Stage One	
EN1-1A Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations	EN1-6B Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts
Stage Two	
EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts	EN2-6B Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features
Stage Three	
EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

SPEECHES

Structuring Speeches

In the construction and presentation of both the prepared and impromptu speeches, the aspects of manner, matter and method need to be considered. This forms the basis of adjudication, as well as guiding students in how to construct an effective persuasive speech.

What is Manner?

Manner refers to the presentation of the speech. The key to good manner is to be natural. Acting, singing, dancing and competitor introduced props are not allowed. Public speaking is not drama. Parts of manner include:

- **Eye Contact** – Speakers should look at the whole audience by focusing on audience members in different areas of the room for a short period of time. When filming a speech or participating through video conferencing, students should ensure they are delivering their speech to the camera.
- **Stance** – Speakers should be comfortable but should not do anything that distracts from what they are saying.
- **Voice** – Speakers should modulate tone, expression, volume and speed without appearing contrived or unnatural. They should not force their words or yell at the audience.
- **Gesture** – If a speaker has to think about gesturing, then they should not be doing it. Gestures should be natural and spontaneous.
- **Palm Cards** – Palm cards should always be used but as little as possible should be written on them. Speakers are encouraged to use palm cards, not pieces of paper. The maximum size of the palm card should be an eighth A4 page for Stage 3. If palm cards are too large they will inhibit the use of the hands.

Speakers should not read their speeches; they should deliver them.

What is Matter?

Matter refers to what is said in the speech. Speeches should be as original as possible. Each speech should have a message or a point of view. Speeches must be of a persuasive nature and not simply sequential information about a topic.

Topic Selection

- Speakers should choose a topic that they feel very strongly about so that they can speak with sincerity. They should also choose a topic that would be of interest to the audience.
- Stage 3 students should state their point of view and then be encouraged to link their ideas to an issue or problem in society in general such as the environment, war, poverty, etc. They should be linking ideas to other people and the world in general for their entire speech.

Message

- Each speech must have an overall persuasive argument. Speakers should incorporate their own point of view so that their speech does not become an information report. The speaker should make his/her opinion clear and they should leave the audience with something to think about.
- In Stage 3 speakers should justify their opinions but their message should be profound AND specifically linked across a wider world view.

Arguments

- Speakers should support their opinion with several reasons and ideas. Their arguments should be logical and well-explained.

Examples

- Speakers should support and prove their arguments and ideas with examples. An example in public speaking refers to people, places and events that have happened in the real world and about which there is evidence to support what is being said.
- Students should be taught the **Five Rs** that make a good example: *Real, Recent, Reported, Reasonable and Relevant*.

Language

- Students should understand, be familiar with and be able to correctly pronounce the words contained in their speeches.
- Good speeches will avoid: slang, informal language, interjections like 'yuck', incorrect grammatical structure, incorrect pronunciation and mumbling.

What is Method?

Method refers to how a speech is organised and includes: beginning, middle development and conclusion.

Beginning

There are three effective ways to begin a speech:

- **Story** – must be relevant to the speech as a whole
- **Statement** – should be interesting and thought provoking
- **Rhetorical Question** – must be answered at some point in the speech

A speaker should **never** start a speech by introducing themselves or their topic e.g. “I’m Joe Bloggs and today I’m going to talk about”.

A good speech beginning will avoid:

- a long drawn out introduction
- theatrical gestures
- singing
- using phrases such as ‘Today I’m going to talk about ...’, ‘The subject of my speech is ...’, ‘The definition of ...’ and ‘Good Morning, my name is ...’.

Middle Development

The way the speech is developed will depend on the speaker’s purpose and personality. This part of the speech should be linked to the introduction in a logical and interesting way. It should also contain ideas and examples that support the topic and purpose of the speech and are linked to each other. This is the part of the speech where the speaker ‘gets key messages and arguments across to the audience’. Planning this section carefully is very important so that the speech sounds convincing and spontaneous.

A good speech middle development will avoid:

- using lists
- repeating ideas
- unrelated information

There are several ways a student can structure their speech:

- **Y O** – Yourself Others
- **S C G** – Self Community Global
- **P P F** – Past Present Future
- **P I N** – Positive Interesting Negative
- **W W W W W H** – What? When? Where? Who? Why? How?

Conclusion

This is the climax of the speech. The conclusion should be explicit and concise and linked in style and content to the introduction. It sums up the speech’s subject and purpose. For the conclusion, speakers should again make the points of their speech clear. The three effective ways to end a speech are the same as those used to begin a speech. That is with: **Story, Statement or Rhetorical Question**.

A speaker should avoid thanking the audience at the end of the speech. The audience thanks the speaker by applauding.

THE IMPROMPTU SPEECH

Impromptu speaking is a great way for students to participate in public speaking in the classroom.

Impromptu speaking allows students to express their opinions and to display their general knowledge of issues and current affairs.

Time Limit –Stage 3 students are given 5 minutes preparation time for a 2 minute impromptu speech. This can be adapted for classroom activities.

Topics - Impromptu speech topics need to be open ended and able to be interpreted in a number of ways. Any interpretation of the topic is acceptable as long as it is well-presented and expanded from different perspectives.

The content, ideas and examples presented in an impromptu speech should be separate to those explored in a student's prepared speech.

Using Preparation Time Effectively

Teachers should provide students with the opportunity to rehearse impromptu topic preparation time procedures. Emphasis should be placed on the impromptu preparation **process** rather than specific topic rehearsal.

Stages 3: In the time available for preparation (five minutes) students will need to:

- interpret the topic
- brainstorm ideas, words and phrases that could be used in the approach to the topic
- use a concept map to decide main ideas and how to organise subject matter
- prepare an introduction
- prepare a conclusion
- prepare ideas and examples for the middle of the speech.

A good impromptu speech will avoid:

- lists of examples
- retelling information already used in the prepared speech.

It is important that students do not attempt to write their speech out in full but jot down words, ideas and prompts. The less written on palm cards the better. **Students in Stage 3 will need to be provided with blank palm cards of the appropriate size for their level of the competition at the network and grand final stages of the competition.**

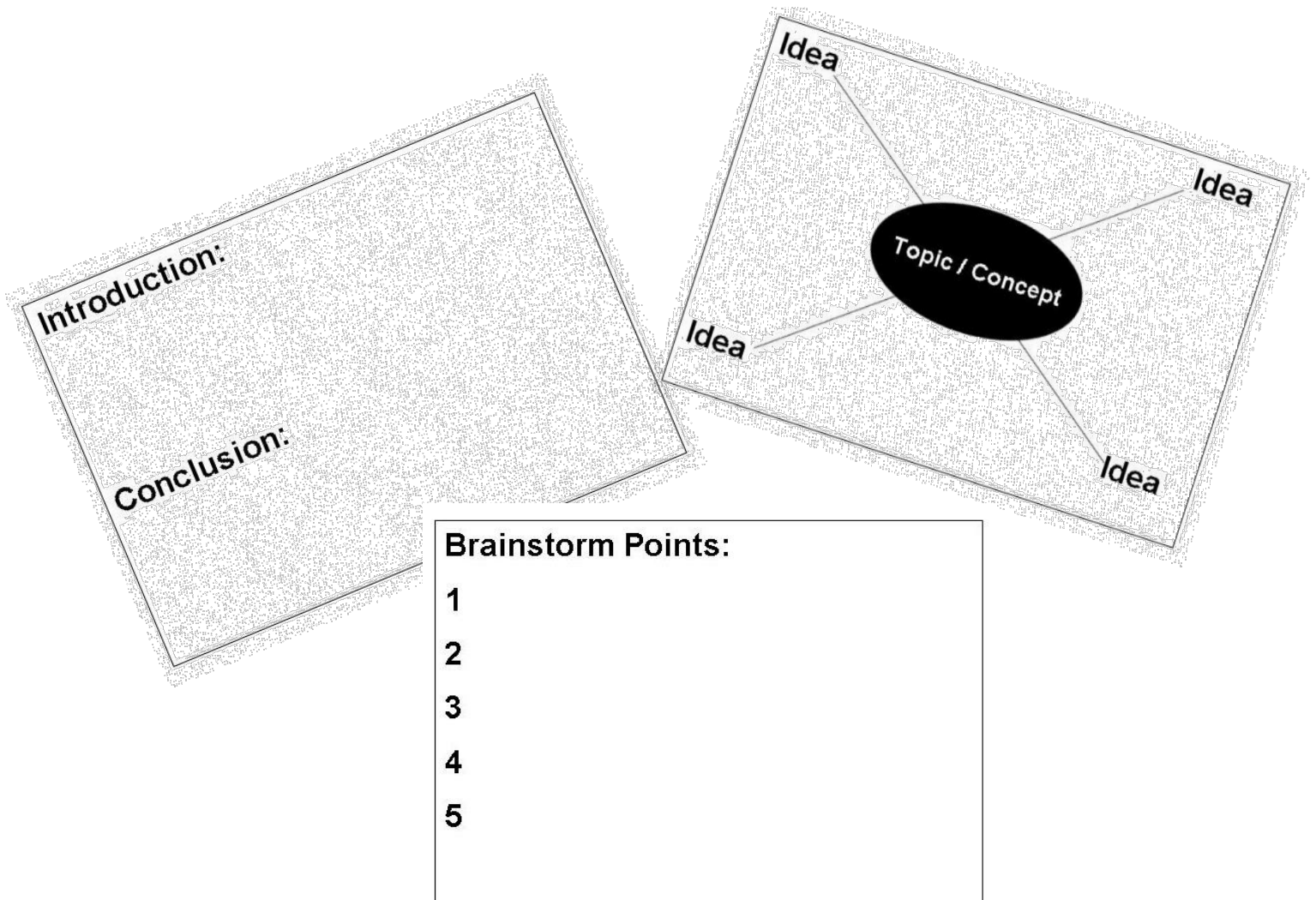
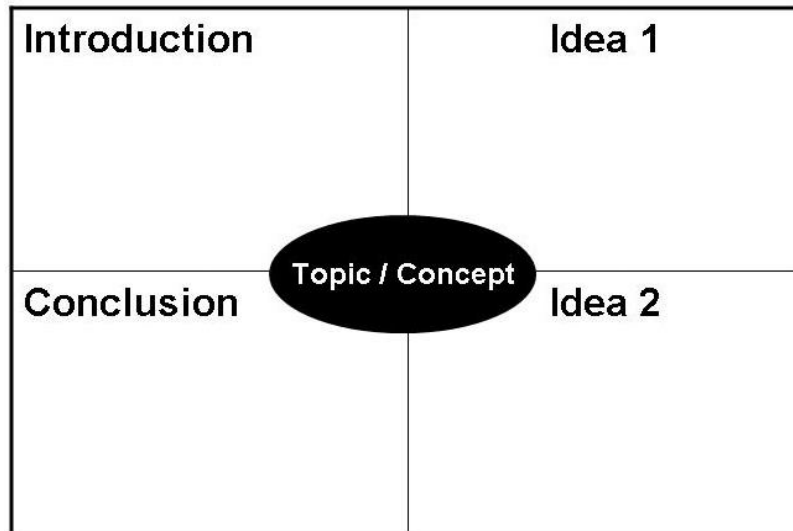
Organising Subject Matter

Students may find the following methods useful when organising impromptu speech subject matter:

S C G	Self Community or Country Global
P I N	Positive – commence with a positive thought Interesting – develop this positive thought into something interesting (body of speech) Negative – conclude with something that is negative about the topic
P P F	Past – your topic in the past (introduction) Present – develop topic into what is happening now Future – use your imagination to decide what might occur with this topic in the future
Y O	Yourself – What is your opinion of something? Others – What do others think of it?
WWWWWH	What? When? Where? Who? Why? How?

Ideas for Palm Card Organisation for Impromptu Speeches

Students may be taught these formulas as possible preparation for impromptus beforehand.



Sample Impromptu Topics

This is a list of sample impromptu topics. Impromptu topics could be a single word or a phrase. Any interpretation of a topic is acceptable, so long as the speaker explains how the parts of the speech are linked together cohesively. The speaker can choose to agree or disagree with a given topic, as the focus of the impromptu speech is on how the speaker constructs, organises and justifies his/her ideas. When selecting an impromptu topic, it is important to consider students' prepared speech topics so that no student is advantaged through the impromptu topic selection. This list is not exhaustive, adjudicators may select other topics.

Computer magic	School holidays	Trees
Favourite foods	Furry friends	To the rescue
Getting caught	School excursions	Be prepared
Worst fears	Favourite places	Children's rights
Our changing world	Shoes	Olympic gold
Miracles of modern technology	Eating out	Spring
Modern wonders	False alarm	Travelling
Indoor games	Family gathering	Waste not, want not
School uniforms	School bullies	Clothes
Caring for pets	Picnics	My future career
Getting ready	Animal friends	Tedious tasks
A day to remember	Wishful thinking	Help
No means no	Fun parks	Choosing carefully
One small step	Money makes the world go round	The voice
2020 and beyond	Allergies	Take away
My best friend	Around the world	An opportunity lost
Everyone's a winner	Choosing carefully	



Adjudicator Assessment Sheet
for Prepared and Impromptu Speeches

Stage: _____

Speaker No: _____

Name: _____

MANNER (20%)

Gesture and Stance

Visual Presence

Eye Contact

Vocal Variation

METHOD (40%)

Purpose

Introduction

Development

Conclusion

MATTER (40%)

MSODPSPS PUBLIC SPEAKING ADJUDICATOR ASSESSMENT SHEET

Name:	Stage:	Speaker No:	Combined Total:
School:			/200

Title of Prepared Speech:	Impromptu Speech Topic:
MATTER (speech content)	MATTER (speech content)
/40	/40
METHOD Checklist	METHOD Checklist
/40	/40
Purpose	Purpose
Introduction	Introduction
Development	Development
Conclusion	Conclusion
MANNER Checklist	MANNER Checklist
/20	/20
Eye Contact	Eye Contact
Vocal Variation	Vocal Variation
Cards	Cards
Gesture	Gesture
Stance	Stance
COMMENTS	COMMENTS
TOTAL	TOTAL
/100	/100

MSODPS PUBLIC SPEAKING STANDARD ADJUDICATION SHEET

STAGE:		SPEAKER'S NAME:	
ADJUDICATION ITEMS			
MATTER 40%			
METHOD 40%			
MANNER 20%			
TOTAL 100%		PLACING	
SUGGESTED POINTS VALUES:		SUGGESTED POINTS VALUES:	
31 – 40..... EXCELLENT 21 – 30..... VERY GOOD 11 – 20..... GOOD 01 – 10..... FAIR		16 – 20..... EXCELLENT 11 – 15..... VERY GOOD 06 – 10..... GOOD 01 – 05..... FAIR	
<p>The actual marking is done as follows:</p> <p>MATTER 40% - <i>What is said</i>: its relevance to the topic, suitability, originality, how clearly the opinion is presented.</p> <p>METHOD 40% - <i>How the subject matter is arranged</i>: how balanced the argument is or how well supported.</p> <p>MANNER 20% - <i>How it is said</i>: eye contact, body language, pitch, tone, volume, etc.</p>			

HOSTING STAGE 3 PROGRAMS AT A SCHOOL LEVEL IN 2020**You will need:**

- A suitable venue for the competition – in a quiet part of the school with as little disruption as possible
- An impromptu preparation room with blank palm cards and pencils
- Chairperson/people and compères
- Teachers to supervise the impromptu preparation room
- Timekeepers
- Stopwatches
- Time Record sheets
- A bell
- Adjudicators / adjudication sheets / pencils or pens / impromptu suggestions/stimulus objects
- Chairs for the audience
- Certificates (optional)
- A private place for the adjudicators to discuss and deliberate competition outcomes
- A gift of appreciation for the adjudicators (optional).

Do not:

- Provide a lectern or microphone for competitors
- Allow any access to the impromptu room for parents or teachers (except the teachers coordinating the event).

Prior Organisation:

- Ensure school staff are informed of any changes to school routines necessary for the event
- Organise teachers to assist with conducting the competition
- Prepare certificates (if using)
- Arrange students to assist on the day e.g. chairperson / compere: two to be timekeepers and two to help with the impromptu organisation (or assign responsibilities as required)
- Organise the adjudicators
- Brief the impromptu supervising teachers and ensure they completely understand how to organise the impromptu part of the competition

ROLES & RESPONSIBILITIES

Chairperson/Compere

The chairperson/compere will:

- Check the names of the competitors and their prepared speech topic prior to the competition.
- Confirm pronunciation of first and last names for all competitors.
- Announce each competitor to the audience during the competition.
- Look to the adjudicators after each speech for the signal to announce the next competitor.
- Wait until the adjudicators have finished making notes and then ask the adjudicators if they are ready for the next speaker if they do not receive a signal from the adjudicators.

Timekeeper

- The timekeeper records the times of each competitor's prepared and impromptu speech and to ring the bell at certain intervals (stated on the timekeeper's sheet).
- At the end of all the prepared speeches (not after each speech) the timekeeper gives the prepared speech times sheet to the adjudicators.
- Later at the end of all the impromptu speeches the timekeeper gives the recorded times on the impromptu times sheet to the adjudicators.

Adjudicators

Competition organisers should provide the adjudicators with:

- adjudication sheets and a marking scale
- pencils and blank paper
- suggested impromptu topics
- a copy of the MSODSPS 2020 Handbook for their reference during the competition.

Adjudicators:

- Take notes during each speech.
- Should signal the compere when they are ready for the next competitor to commence speaking.
- Withdraw to make their decision at the conclusion of the prepared and impromptu speeches in a prearranged private place to discuss and deliberate.
- Will (after deliberating) address the competitors and audience, giving general feedback and encouragement before presenting the awards.

IMPROMPTU ORGANISATION AT A SCHOOL LEVEL

Immediately after all the prepared speeches have been presented, competitors should be gathered together and seated in a waiting area outside the preparation room in the same speaking order as they were for the prepared speeches.

Stage 3

- The adjudicators will provide an impromptu topic, which is to be written on three pieces of paper and placed on each desk in the preparation room.
- Competitors are **not to** know the topic until they enter the room and sit at one of the desks.
- Pencils and pre-cut palm cards of the appropriate size (1/8 of an A4 sheet) should be available on each desk.
- Up to three competitors prepare their impromptu speeches at one time.
- The first competitor is sent in and two minutes later the second is sent in and two minutes after that the third is sent in (these intervals may be adjusted as required at adjudicator request)
- Then as one competitor leaves another is sent in immediately afterwards
- Remember, under **no** circumstances is the impromptu topic to be announced to competitors before entering the preparation room.
- As each competitor leaves the preparation room, they are escorted by a student / staff helper to wait outside the room in which they will deliver their impromptu speech.
- The person waiting with them will signal to the chairperson / comperes that the competitor is ready to speak.
- If another competitor is still speaking, the escort should wait until they hear clapping before they open the door to get the chairperson's attention.
- It is important to make sure that waiting competitors **do not** hear other competitors' speeches before they deliver their own speech because this can be a distraction or provide an unfair advantage.
- At no stage, should parents and teachers from other schools access the impromptu room or speak to students between the impromptu preparation room and the stage.

SUGGESTED CHAIRPERSON'S/COMPERE'S SCRIPT (SCHOOL LEVEL)

Good Morning / Good Afternoon

My name is _____ and I welcome you to the Stage 3 _____ School Final of the 2020 Metropolitan South Operational Directorate Primary Schools Public Speaking Competition.

Today's speakers are representing their class and have already proven themselves to be excellent public speakers. Each competitor will present a prepared speech today.

Speakers in Stage 3 will also present an impromptu speech. Both the prepared and impromptu speeches are marked equally. Both a 50% of the total.

Our adjudicators are _____. We thank them for their time and expertise today.

Please ensure your mobile phone is switched off or on silent. There is to be no photography of any child and no recording of your own child or other people's children. In the Stage 3 prepared speech section each competitor may speak for 4 minutes. There will be two bells at the end of the time period with a continuous bell 30 seconds after the end of the time period to indicate that the speaker's time has expired.

Please welcome: **(Repeat when introducing each competitor)**

(After each speech look for a signal from the adjudicators before announcing the next speaker)

1.	whose topic is
2.	whose topic is
3.	whose topic is
4.	whose topic is
5.	whose topic is
6.	whose topic is
7.	whose topic is
8.	whose topic is
9.	whose topic is
10.	whose topic is
11.	whose topic is
12.	whose topic is

Thank you again to all our speakers.

_____ will now take competitors to prepare for the impromptu speech section of our competition which will commence shortly.

(When given the signal to begin the Impromptu section, continue...)

In the Stage 3 impromptu speech section students have 5 minutes to prepare a speech on a set topic. Each speaker then speaks for 2 minutes. There will be a continuous bell 30 seconds after the end of the time period to indicate that the speaker's time has expired.

The topic/object for the impromptu speeches today is: _____

Please welcome: **(Repeat when introducing each competitor)**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

(At the end of the impromptu speeches announce:)

Thank you once again to all our speakers for a fine effort today. The results of today's competition will be announced shortly.

TIMEKEEPER'S RECORD SHEET

STAGE 3 – PREPARED SPEECH

PREPARED SPEECH	4 MINUTES	STOPWATCH 4:00
BELL	Two bells to be rung at the end of the time period. Continuous bell 30 seconds after the time has expired.	

	COMPETITOR	PREPARED SPEECH TIME
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

TIMEKEEPER'S RECORD SHEET

STAGE 3 – IMPROMPTU SPEECH

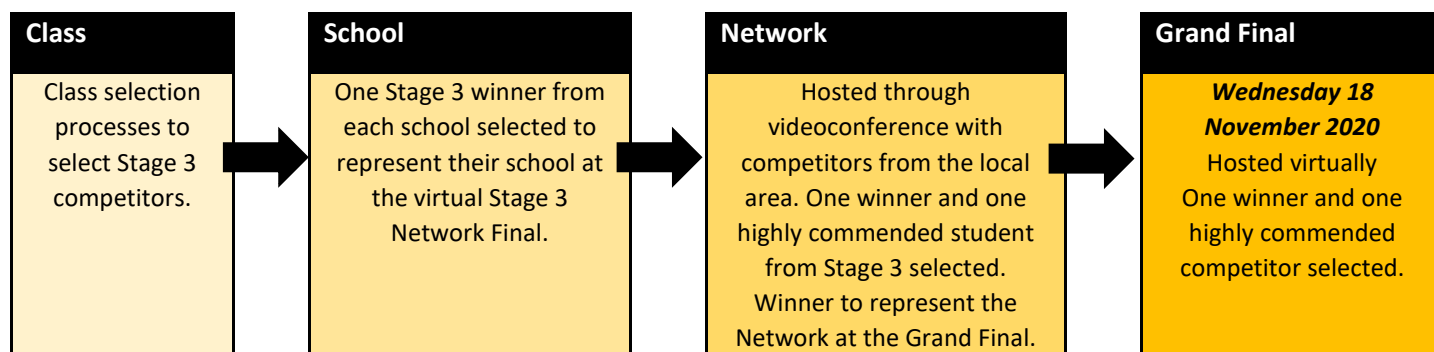
IMPROMPTU SPEECH	2 MINUTES	STOPWATCH 2:00
BELL	No bells at the end of the time period. Continuous bell 30 seconds after the time has expired.	

	COMPETITOR	IMPROMPTU SPEECH TIME
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

PARENT INFORMATION (Stage 3 only in 2020)

The following information provides an overview of the competition in which your child is participating. If you have any queries related to the information provided, please contact your child's class teacher in the first instance who will then direct you to the public speaking coordinator at the school or your school Principal if further clarity is required. **There are some significant changes to the 2020 competition.**

How does the competition work?



What will the students be doing?

- All competitors are required to deliver both a prepared and an impromptu speech at **every level** of the competition.
- The prepared speech will be given 40% consideration and the impromptu speech will be given 60% consideration in the marking of Stage 3 speeches for the 2020 competition.

PART 1: Prepared Speech	PART 2: Impromptu Speech
<ul style="list-style-type: none"> Stage 3 (Year 5 and 6) = 4 minutes ✓ Should be persuasive in nature. ✓ Prepared speeches may be modified between levels of the competition in terms of content, structure and topic. ✓ Prepared speech is to be recorded by a teacher at school ✓ External microphones are not to be used. ✓ No external aids or props. ✓ Prepared speeches are to be no longer than 4 minutes and 10 seconds in length ✓ Palm cards should be used: <ul style="list-style-type: none"> Stage 3 - an eighth of an A4 page. 	<ul style="list-style-type: none"> Stage 3 (Years 5 and 6) = 2 minutes ✓ Should be persuasive in nature. ✓ Students will participate in the videoconference from school using a video and audio enabled device (laptop, webcam, iPad, phone etc.) ✓ Impromptu speeches for Stage 3 will be based on a phrase or single word chosen by the adjudicator on the day for students to interpret as they see fit. They will have 5 minutes of preparation time. ✓ Palm cards will be provided by for Stages 3 by a teacher at their school ✓ Bells will not be used at the conclusion of time in the impromptu section. A continuous bell will be rung 30 seconds after the completion time.

What makes a great speech?

These aspects need to be considered when constructing and presenting both the prepared and impromptu speech:

MANNER	20% of the mark	<p>Manner refers to the presentation of the speech. The key to good manner is to be natural. Acting, singing, dancing and competitor introduced props are not allowed.</p> <p>Parts of manner include:</p> <ul style="list-style-type: none"> • <u>Eye Contact</u> – <i>Speakers should look at the whole audience by focusing on audience members in different areas of the room for a short period of time. When filming a speech or participating through video conferencing, students should ensure they are delivering their speech to the camera. Palm cards should always be used but as little as possible should be written on them. Speakers are encouraged to use palm cards, not pieces of paper. Speakers should not read their speeches; they should deliver them.</i> • <u>Stance</u> – <i>Speakers should be comfortable but should not do anything that distracts from what they are saying.</i> • <u>Voice</u> – <i>Speakers should modulate tone, expression, volume and speed without appearing unnatural. They should not force their words or yell at the audience.</i> • <u>Gesture</u> – <i>Gestures should be natural and not planned.</i>
MATTER	40% of the mark	<p>Matter refers to the content in the speech. Speeches should be as original as possible. Each speech should have a key argument or point of view. Speeches must be of a persuasive nature and not simply sequential information about a topic.</p> <p>Topic Selection: Speakers should choose a topic that they feel very strongly about so that they can speak with sincerity. They should choose topics that will be of interest to the audience.</p> <ul style="list-style-type: none"> • <u>Stage 3</u> students should state their point of view and then be encouraged to link their ideas to an issue or problem in society such as the environment, war, poverty, etc. They should be linking ideas to other people and the world in general for their entire speech. <p>Message: Each speech must have an overall persuasive argument. Speakers should incorporate their own point of view so that their speech does not become an information report. The speaker should make his/her opinions clear and they should leave the audience with something to think about.</p> <ul style="list-style-type: none"> • <u>In Stage 3</u> speakers should justify their opinions but their message should be profound and specifically linked across a wider world view. <p>Arguments: Speakers should support their opinions with several reasons and ideas. Persuasive points made should be logical and well-explained.</p> <p>Examples: Speakers should support and prove their arguments and ideas with examples. An example in public speaking refers to people, places and events that have happened in the real world and that have been reported. Students should aim for their examples to be on or more of the following: real, recent, reported, reasonable and relevant.</p> <p>Language: Students should understand, be familiar with, and be able to correctly pronounce the language contained in their speeches. A good speech will avoid: slang, informal language, interjections like 'yuck', incorrect grammatical structure, incorrect pronunciation, mumbling.</p>

<p>METHOD</p>	<p>40% of the mark</p> <p>Method refers to how a speech is organised and includes:</p> <ol style="list-style-type: none"> 1. Beginning 2. Middle Development (arguments and examples) 3. Conclusion. <p>Beginning: There are three ways to begin a speech:</p> <ul style="list-style-type: none"> • <u>Story</u> – <i>must be relevant to the speech as a whole</i> • <u>Statement</u> – <i>should be interesting and thought provoking</i> • <u>Question</u> – <i>must be answered at some point in the speech</i> <p>A speaker should never start a speech by introducing themselves or their topic e.g. 'I'm Joe Bloggs and today I'm going to talk about ...'</p> <p>Middle Development</p> <p>The way the speech is developed will depend on the speaker's purpose and personality. This part of the speech should be linked to the introduction in a logical and interesting way. It should also contain ideas and examples that support the topic and purpose of the speech and are linked to each other. This is the part of the speech where the speaker 'gets key messages and arguments across to the audience'. Planning this section carefully is very important so that the speech sounds convincing and spontaneous.</p> <p>Conclusion</p> <p>This is the climax of the speech. The conclusion should be explicit and concise and linked in style and content to the introduction. It sums up the speech's subject and purpose. For the conclusion, speakers should again make the points of their speech clear. The three ways to end a speech are the same as the three ways to begin a speech. That is with a <u>Story</u>, <u>Statement</u> or <u>Question</u>.</p>
----------------------	---

What can you do to support your child at home?

- Teach your child the difference between a speech and a performance.
- Help your child select a topic based on his/her interests.
- Help your child make connections between themselves, others and the world in general.
- Assist with writing out the speech and using palm cards (especially for impromptus).
- Practice (but not too much).
- Support your child with the goals of the program.
- Help your child develop resilience and a growth mindset.
- Encourage your child to ask for feedback at all stages of the competition.