

HANDBOOK 2017





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The Ultimo Operational Directorate Primary Schools Public Speaking Competition 2017

PURPOSE OF THE ULTIMO OPERATIONAL DIRECTORATE (UOD) PRIMARY SCHOOLS PUBLIC SPEAKING COMPETITION

- Further develops the public speaking and speaking/listening skills of students K-6.
- Increases students' self-confidence to talk in front of an audience at class, stage, school, network and grand final level.
- Maintains and enhances the strong tradition of public speaking in our schools.
- Standardises competition conditions, divisions, speaking times, structure etc., at network level and beyond.
- Draws 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.

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- **KEY NETWORK CONTACTS are marked with an asterisk***
- Joanna French – Ultimo Operational Directorate Competition Chair**
- Paul Robinson – Ultimo Operational Directorate Competition Vice Chair***

ACKNOWLEDGEMENTS

The committee would like to acknowledge the contributions to this handbook from past and present committee members of public speaking competitions across the Ultimo Operational Directorate.



The Ultimo Operational Directorate Primary Schools Public Speaking Competition 2017

THE COMPETITION

- The competition is coordinated through divisions: Early Stage 1, Stage 1, Stage 2 and Stage 3.
- In 2016, almost 250 schools registered across the 15 networks.
- Students progress from each level of the competition, from:
 - Class
 - Stage
 - School
 - Network
 - Grand Final
- **In 2017, one student from each stage (division) from each network final will compete in the Ultimo Operational Directorate Primary Schools Public Speaking Grand Final to be held on Wednesday 8 November 2017 at Campsie Public School.**

SPECIFIC DETAILS ABOUT EARLY STAGE ONE IMPROMPTUS

- In response to increasing challenges for adjudicators to effectively determine winners for the Early Stage One competition, it has been decided, after extensive consultation across all 15 UOD Principal Networks, that:
- In 2017 each Early Stage One student will undertake an adjudicated 30 seconds impromptu speech.
- The impromptu speech will be based on a stimulus object chosen by the adjudicator. The contestant may hold the object during preparation and during the speech. At the end of each child's impromptu speech they can keep the stimulus object as their own.
- Stimulus objects for network finals will be provided by network coordinators and will include: toy dinosaurs, toy cars, dolls, cuddly toys, tennis balls, rocks of diameter of about 6cm, buckets and spades; school hats, party hats, plastic whistles, umbrellas, paint brushes, crayons, Lego bricks and toy mobile phones. Adjudicators will determine which stimulus object will be utilised and will ensure that the chosen item has nothing to do with any of the prepared speeches so as not to unfairly advance any student. There will be enough stimulus objects of all types provide so that all students have one each.
- A full list of stimulus objects used at network finals will be provided to the UODPS Public Speaking committee so that, in the interest of fairness to all competitors, different ones are used for the Grand Final.
- In this introductory year, while adjudicated and scored, the marks of the adjudication for the Early Stage One impromptu will be 25% of the total score and will only be used where there is no clear winner for the prepared speeches. The intention of this trial year is to collect evidence to help guide decisions regarding the place of impromptu speeches for Early Stage One contestants for the 2018 competition and beyond.

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COMPETITION RULES

- Speech Topics **ARE NOT** to come from or be related to those of the Multicultural Perspectives Public Speaking Competition for the current year.
- Speech Duration (Prepared Speeches): Early Stage One – 1 minute; Stage One – 2 minutes; Stage Two – 3 minutes; Stage Three – 4 minutes.
- Speech Duration (Impromptu Speeches): Early Stage 1 – 30 seconds; Stage One – 1 minute; Stage Two – 1 minute; Stage Three – 2 minutes.
- **The format for Impromptu Speeches is outlined on page 10 with further details of organisation for Early Stage One impromptus on page 19.**
- Prepared Speech Bell Times - 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.**
- 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.**
- Two/three adjudicators will form a panel for the network and grand final levels of the competition.
- Network coordinators will determine adjudicators for network competitions. The Ultimo Operational Directorate Primary Schools Public Speaking Committee will coordinate adjudicators for the grand final.
- It is highly recommended that schools allocate adjudicators from their own school staff and follow competition protocols when deciding on stage finalists for school competitions.
- Adjudicators will be provided with details of the duration of prepared and impromptu speeches for each speaker.
- Microphones – microphones will not be available for competitors use for any division.
- Awards – certificates will be presented by the Ultimo Operational Directorate Primary Schools Public Speaking Committee to all grand finalists.
- One WINNER and one HIGHLY COMMENDED speaker will be recognised in Early Stage One, Stage One, Stage Two and Stage Three.
- Speech Topics – please note that ALL prepared speech topics must be approved by the Principal at the school level of the competition; by the network coordinator at network level and by the Ultimo Operational Directorate Primary Schools Public Speaking Committee at grand final level.
- **Controversial topics** – from time to time some topics may seem controversial to some competitors and audience members. It is recommended that if concerns exist about a particular topic or the contents of a prepared speech that advice be sought from the Chair of the Ultimo Operational Directorate Primary Schools Public Speaking Committee.



COMPETITION GENERAL TIME FRAME

Schools

It is highly recommended that all students participate in the class competition: skill development in Terms One and Two; school finals and selection in late Term Two or early Term Three.

Networks

Network finals should take place at the end of Term Three or the beginning of Term Four.

Grand Final

The grand final will take place in Week Five of Term Four on Wednesday 8 November 2017.

Speech Requirements

All competitors are required to deliver both a prepared and an impromptu speech at every level of the competition.

Prepared speeches may be modified between competition levels.

Five minutes preparation time will be allowed for the impromptu speech for Stage One, Stage Two and Stage Three.

Early Stage One students will have two minutes of preparation time for the impromptu speech.

All speeches (both prepared and impromptus) for all stages are adjudicated according to the 40, 40, 20 rules for method, matter and manner respectively (see pages 8 and 9 for more details). Therefore, speeches (both prepare and adjudicated) are given a mark out of 100.

For Early Stage One, prepared speeches are then considered as 75% of the overall mark with impromptu speeches adjudicated as 25% of the total mark.

In Stages One, Two and Three prepared speeches and impromptu speeches are adjudicated equally, both as 50% of the total mark.

The marking criteria for all stages is explained to all audiences prior to the commencement of all competitions.

The use of external aids and props brought in by contestants is not permitted.

Structuring Speeches

These aspects need to be considered when constructing and presenting both the PREPARED and IMPROMPTU speech:

MANNER

MATTER

METHOD



What is Manner?

Manner refers to the presentation of the speech. The key to good manner is to be natural.

Acting, singing, dancing and contestant 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.
- **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 not planned.
- **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 1/4 A4 page for Early Stage One and Stage One and 1/8 A4 page for Stage Two and Stage Three. 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.

This is what distinguishes a speech from an information report.

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.
- Early Stage One and Stage One students can choose simple topics such as pets, holidays, family members, etc.
- Stage Two students can also choose simple topics but they should be encouraged to talk about other people in relation to their topic. Their entire speech should not just be about themselves.
- Stage Three 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.

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- Prepared and impromptu speech topics may **NOT** come from or be associated with those of the **Multicultural Perspectives Public Speaking Competition for the current year.**

Message

- Each speech must have an overall point. 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 Early Stage One and Stage One the message can be simple.
- In Stage Two speakers should be encouraged to justify their opinion.
- In Stage Three speakers should also justify their opinions but their message should be more profound AND more 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 that have been reported.
- Students should be taught the **Five Rs** that make a good example:
 - *Real*
 - *Recent*
 - *Reported*
 - *Reasonable*
 - *Relevant*

Language

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

What is Method?

Method? refers to how a speech is organised and includes:

- **Beginning; Middle Development; Conclusion.**

Beginning

There are three ways to begin a speech:

- **Story** – must be relevant to the speech as a whole
- **Statement** – should be interesting and thought provoking
- **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 ...'

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A good speech 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 the message across'. Planning this section carefully is very important so that the speech sounds convincing and spontaneous.

A good speech 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 H** – What? When? Where? Who? Why? How?

Conclusion

This is the climax of the speech. The conclusion should be a short final statement that is linked in style and content to the introduction and sums up the speech's subject and purpose. Ending – speakers should make the point 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: **Story; Statement; 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 opinions and to display their general knowledge of issues and current affairs.

Time Limit – Speakers are given: a) 2 minutes (Early Stage One); and b) five minutes (Stage One - Three) preparation time for a: 1) 30 second speech (Early Stage One); 2) one minute speech (Stage One and Stage Two) and one to two minutes speech (Stage Three). This can be adapted for classroom activities.

Topics - Impromptu speech topics are usually open ended and are 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 on.

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.

Early Stage 1: In the time available for preparation (2 minutes) students will need to be encouraged to:

- Examine the stimulus object chosen by the adjudicator
- Think of some ideas they can vocalise about the object based around questions in relation to What it is? What it means to the students? The student's opinion about it? The student's previous experiences relating to the object – at home, at school, in the world at large
- Use WWWWH to think about what to say (as explained later on this page).

Stages One to Three: In the time available for preparation (5 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 will be provided with blank palm cards for the preparation of impromptu speeches at network and grand final competitions.**

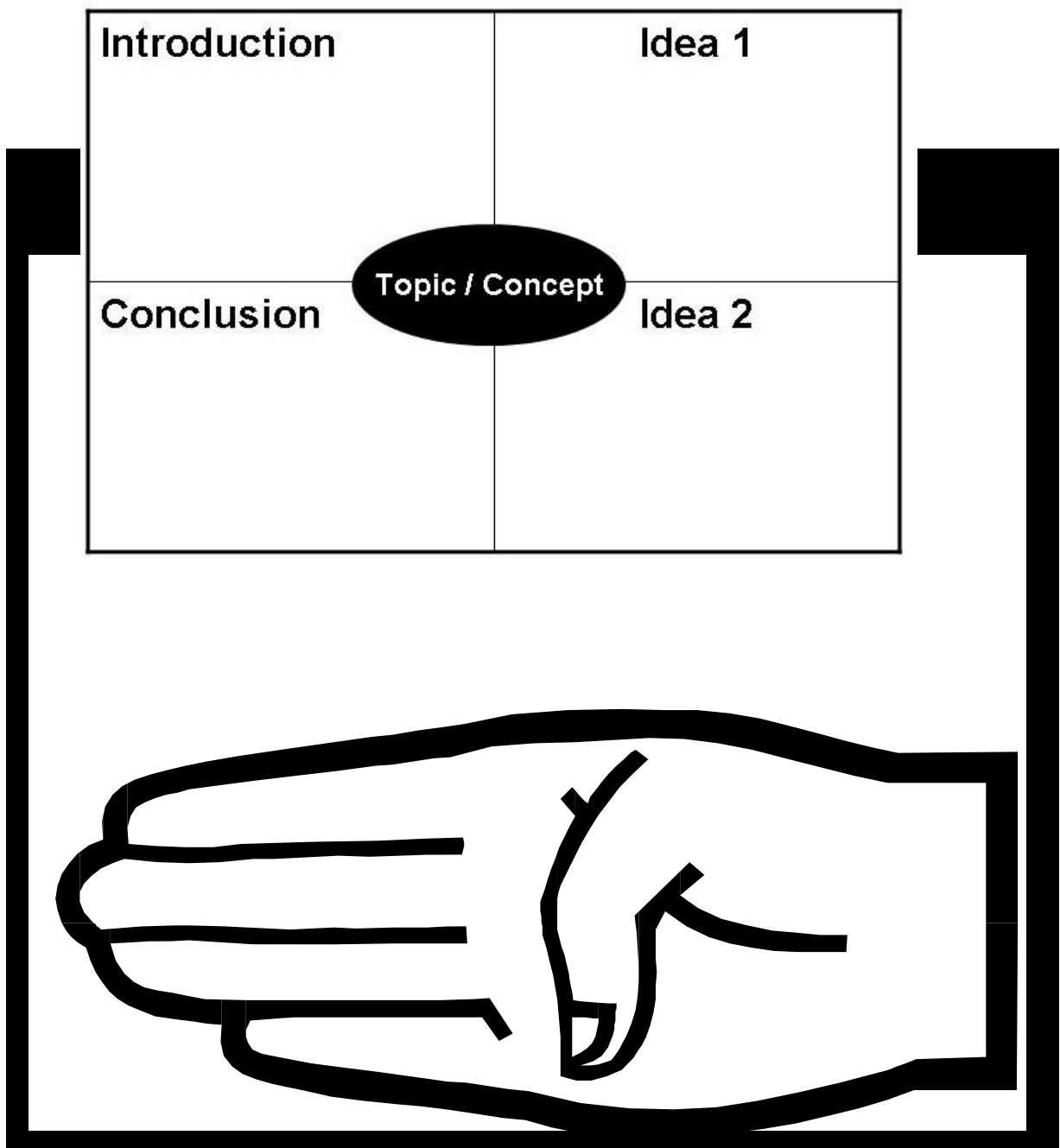
Organising Subject Matter

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

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

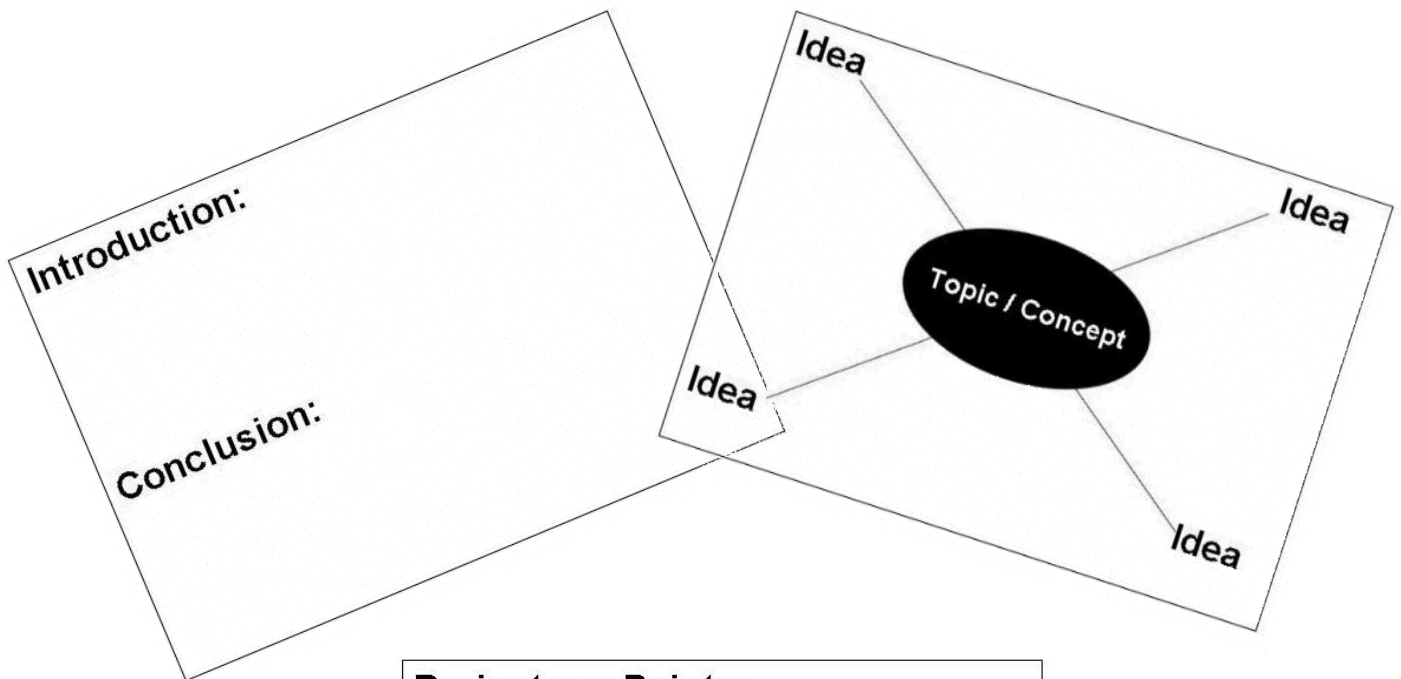
Ideas for Palm Card Organisation for Impromptu Speeches

Format 1:



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Format 2:



Brainstorm Points:

- 1
- 2
- 3
- 4
- 5

Students will need to be taught this formula for possible preparation for impromptus beforehand.



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Adjudicator Assessment Sheet
for Prepared and Impromptu
Speeches

Session: _____ Speaker No: _____ Name: _____

MANNER (20%)

Gesture and Stance

Visual Presence

Eye Contact

Vocal Variation

METHOD (40%)

Purpose

Introduction

Development

Conclusion

MATTER (40%)



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ULTIMO OPERATIONAL DIRECTORATE PRIMARY SCHOOLS PUBLIC SPEAKING ADJUDICATOR ASSESSMENT SHEET

Name: School:	Stage:	Speaker No:	Combined Total: /200
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Title of Prepared Speech:	Impromptu Speech Topic:
MATTER (speech content) /40	MATTER (speech content) /40
METHOD Checklist /40	METHOD Checklist /40
Purpose	Purpose
Introduction	Introduction
Development	Development
Conclusion	Conclusion
MANNER Checklist /20	MANNER Checklist /20
Eye Contact	Eye Contact
Vocal Variation	Vocal Variation
Cards	Cards
Gesture	Gesture
Stance	Stance
COMMENTS	COMMENTS
TOTAL /100	TOTAL /100



ULTIMO OPERATIONAL DIRECTORATE PRIMARY SCHOOLS PUBLIC
SPEAKING STANDARD JUDGING SHEET

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

HOSTING PROGRAMS

You will need:

- Suitable venue for competition – in a quiet part of the school with as little disruption as possible
- Impromptu preparation room / blank palm cards / pencils / stimulus object (multiples) for Early Stage 1
- Chairperson / people and compere/s
- Teacher(s) to supervise impromptu preparation room
- Timekeepers
- Stopwatches
- Time Record sheets
- Bell
- Adjudicators / adjudication sheets / pencils or pens / impromptu suggestions/stimulus objects
- Chairs for the audience
- Entertainment for break, if required
- Water jugs and glasses for competitors and adjudicators
- Program
- Certificates / trophies / medals
- Refreshments for adjudicators, competitors and guests
- A private place for the adjudicators to discuss and deliberate competition outcomes
- Token of appreciation for adjudicators.

Do not:

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

Prior Organisation:

- Ensure host school staff are informed of any changes to school routines necessary for competition day
- Organise teachers to assist with conducting the competition
- Organise student audience / entertainment
- Obtain competitors names from schools and how to pronounce them
- Prepare program, certificates and trophies
- 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)
- Contact competitors' schools to confirm competition times, venue, parking etc.
- Organise the adjudicators
- Brief the impromptu supervising teacher and ensure he/she completely understands how to coordinate the impromptu part of the competition
- Confirm all details with the adjudicators including parking and refreshments arrangements – remember dietary requirements for the adjudicators
- Confirm details with any invited guests including what time you would like them in attendance to present certificates etc.
- Organise morning / afternoon tea for guests, parents and participants as required.

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PRESENTATION OF PREPARED SPEECHES ORGANISATION

All competitors are ticked off on the sign in sheet on arrival by two students from the host school sitting at a table near the entry to the building where the competition is taking place. **This room is well signed from the office area of the host school.** The competitor signs in on the checklist and the two helping students also write down the competitors prepared topic and the name of their school. **All competitors are asked in advance to arrive 15 minutes before the advertised time of the competition's commencement for their stage (division) so that registration can be completed.** Once registration is completed, student helpers direct competitors to allocated reserved seats at the front of the room in which the competition is taking place. Once all competitors have registered, a completed list is provided to the adjudicators and to the comperes / chair people. After a competitor has delivered his / her prepared speech he / she exits the room accompanied by a staff member from the host school.

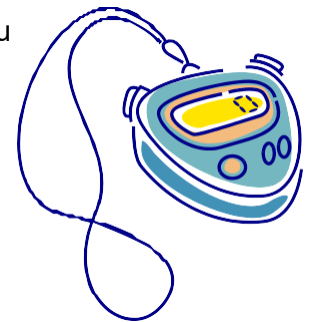
ROLES & RESPONSIBILITIES

Chairperson

The chairperson / compere will check the names of the contestants and their prepared speech topic as they arrive. Confirm with competitors how to pronounce their name and the name of their school. The role of the chairperson/compere during the competition is to announce each contestant to the audience. Adjudicators will take notes during each speech. Ensure blank A4 paper is provided to the adjudicators plus a complete list of topics and the names of competitors and their schools. After each speech, the chairperson / compere should look to the adjudicators for the signal to announce the next contestant. If the adjudicators do not signal, chairperson/compere should wait until the adjudicators have finished making notes and then ask the adjudicators if they are ready for the next speaker.

Timekeeper

The timekeeper is to record the times of each contestant'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. Then at the end of all the impromptu speeches the timekeeper gives the recorded times on the impromptu times sheet to the adjudicators.



Adjudicators

Provide adjudicators with:

- adjudication sheets and marking scale
- pencils and blank paper
- copies of the program
- suggested impromptu topics
- stimulus objects for ES1
- a copy of the Ultimo Operational Directorate Primary Schools Public Speaking handbook for their reference during the competition.

Adjudicators should signal the timekeeper when they are ready for the next competitor to commence speaking. At the conclusion of the prepared and impromptu speeches, the adjudicators will withdraw to make their decision. They will need to go to a private place to discuss and deliberate. Adjudicators will then address the competitors and audience, giving general feedback and encouragement before presenting the awards.

IMPROMPTU ORGANISATION

Immediately after all the prepared speeches have been presented, the contestants 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.

Early Stage One

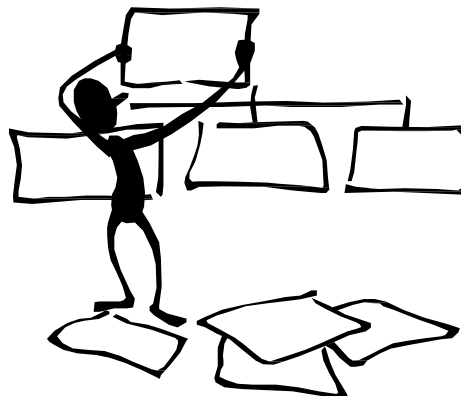
The adjudicators will select a stimulus object from a bag of objects provided by public speaking coordinators/network coordinators. Contestants are NOT to know what the object is until they enter the room and pull the object out of a bag. All contestants will be preparing together at the same time. Remember, under NO circumstances is the impromptu object to be announced to contestants before entering the preparation room. At the conclusion of the 2 minutes preparation time, the contestants will be taken with their object to the competition room. The object will be given to the student contestant at the conclusion of his/her impromptu speech.

Stage One - Three

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. Contestants 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/s should be available on each desk. Up to three contestants will be preparing at one time. The first contestant is sent in and one minute later the second and one minute after that, the third. Then as one contestant leaves another is sent in immediately afterwards. Remember, under NO circumstances is the impromptu topic to be announced to contestants before entering the preparation room.

As each contestant 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 / compere that the contestant is ready to speak. If another contestant 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 contestants DO NOT hear other contestants' speeches before they deliver their own speech as this can be a distraction.

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. Contestants are not to have access to or use mobile telephones while participating in the competition.





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SUGGESTED CHAIRPERSON'S / COMPERE'S SCRIPT

Good Morning / Good Afternoon

My name is _____ and I welcome you to _____ Public School today for the Stage X division of the 20XX Ultimo Operational Directorate Primary Schools Public Speaking XXXXX XXXXX (name network) Network Final.

The 20XX Ultimo Operational Directorate Primary Schools Public Speaking Competition started earlier this year with X (number) schools holding their own school competitions to choose representatives for network finals. Today's speakers are representing their school and have already proven themselves to be excellent public speakers. Each competitor will present a prepared speech today.

Speakers in Early Stage One, Stage One, Stage Two and Stage Three will also present an impromptu speech. The Early Stage One impromptu talk will be presented and scored as 25% of the total mark, with the prepared speech adjudicated as 75% of the overall total. In Stage One, Stage Two and Stage Three prepared and impromptu speeches are marked equally. Both a 50% of the total. In this first year of the introduction of impromptu speeches for Early Stage One, the adjudicators will only use impromptu marks when a clear winner cannot be determined through the adjudication of the prepared speeches alone.

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 one child or other people's children. In the Stage X prepared speech section each competitor may speak for X 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 contestant)**

(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 _____



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Primary Schools Public Speaking
Competition 2017

Thank you again to all our speakers.

XXXXX will now take contestants to prepare for the impromptu section of our competition which will commence shortly. Please note an Early Stage One impromptu speech will be presented and adjudicated. The 25% mark, however, will only be used in the case of the adjudicators being unable to pick a clear winner from the top speakers of the prepared speeches.

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

In the Stage X impromptu speech section students have X minutes to prepare a speech on a set topic. Each speaker then speaks for X. 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 contestant)**

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.

Please note: *The above script is a suggestion only, and will need to be modified to suit individual events.*



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TIMEKEEPER'S RECORD SHEET

EARLY STAGE ONE – PREPARED SPEECH

PREPARED SPEECH	1 MINUTE	STOPWATCH 1:00
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		



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TIMEKEEPER'S RECORD SHEET

EARLY STAGE ONE – IMPROMPTU SPEECH

PREPARED SPEECH	30 SECONDS	STOPWATCH 0:30
BELL	Two bells to be rung 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		



TIMEKEEPER'S RECORD SHEET

STAGE ONE – PREPARED SPEECH

PREPARED SPEECH	2 MINUTES	STOPWATCH 2:00
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		



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TIMEKEEPER'S RECORD SHEET

STAGE ONE – IMPROMPTU SPEECH

IMPROMPTU SPEECH	1 MINUTE	STOPWATCH 1:00
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		

TIMEKEEPER'S RECORD SHEET

STAGE TWO – PREPARED SPEECH

PREPARED SPEECH	3 MINUTES	STOPWATCH 3:00
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		



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TIMEKEEPER'S RECORD SHEET

STAGE TWO – IMPROMPTU SPEECH

IMPROMPTU SPEECH	1 MINUTE	STOPWATCH 1:00
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		
19		
11		
12		



The Ultimo Operational Directorate
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TIMEKEEPER'S RECORD SHEET

STAGE THREE – 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		



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TIMEKEEPER'S RECORD SHEET

STAGE THREE – 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		

LINKS TO SYLLABUS OUTCOMES

Speaking and Listening Outcomes English K-6 Syllabus 2013

Speaking and listening ES1

OUTCOME A student:

Objective A

Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction ENe-1A

Objective B

Recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language ENe-6B

Speaking and listening S1

OUTCOME A student:

Objective A

Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations EN1-1A

Objective B

Recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts Ene-6B

Speaking and listening S2

OUTCOME A student:

Objective A

Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts EN2-1A

Objective B

Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features EN2-6B

Speaking and listening S3

OUTCOME A student:

Objective A

Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features EN3-1A

Objective B

Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN3-5B

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SAMPLE IMPROMPTU TOPICS STAGE ONE – STAGE THREE

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	2016 and Beyond	Allergies
Take Away	My Best Friend	Around The World
An Opportunity Lost	Everyone's A Winner	Choosing Carefully

SAMPLE IMPROMPTU STIMULUS IDEAS - EARLY STAGE ONE

small clean rocks	empty clean plastic bottles	plastic toy dinosaurs
plastic toy cars	plastic Frisbee	tennis ball
a toy mobile phone	a small cuddly toy	a plastic magnifying glass
a jigsaw puzzle	a picture book	a highlighter
a pair of swimming goggles	a bucket and spade	a map of Australia
Lego bricks	a party hat	a paint brush