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Updated-PUBLIC SPEAKING COMPETITION 2020

Monday 10th August 2020

Dear Parents and Caregivers,

The annual Public Speaking competition will be running in 2020. Due to current health concerns and restrictions regarding assemblies and gathering numbers, this year the competition will take on an online format using videoconferencing, so that students can still engage with public speaking in a safe manner.

This will only be offered to Stage 3 students in 2020, with the intention of returning to the face-to-face version of the competition for all stages in 2021.

Stage 3 students will be discussing and learning about the language, features and development of a persuasive speech in class. Please talk to your child about a topic for their speech as they may choose **any topic of interest** suitable for a school audience. *They are required to prepare their speech at home and organise it onto palm cards.*

For this competition, please note that the *prepared speech* will be given 40% consideration and the *impromptu* will be given 60% consideration in the marking of speeches.

One Stage 3 finalist will be selected to participate in the Georges River Network Final via videoconference. The finalist is required to submit a video recording of their speech so it can be assessed prior to network final. Impromptu speeches will be conducted on the network final day via live video streaming.

See next page for an overview of the competition and speech preparation hints and guidelines.

Important Dates

Date	Information
Term 3, Weeks 7&8 (31/8 – 11/9)	Class Speeches
Term 3, Week 9 (from 14/9, date will be confirmed by class teacher)	Stage 3 OPS finals
Term 4, Weeks 2-4 (from 19/10)	Georges River Network Final (Stage 3 only)
Term 4, Week 6	Grand Finals – TBA

Mrs Angela Rozmeta & Mr Vincent Lao
Public Speaking Coordinators

Ms Debbie Hunter
Principal

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.

There are some significant changes to the 2020 competition.

How does the competition work?

Class	School	Network	Grand Final
Class selection process to select Stage 3 competitors.	<p style="text-align: center;">Fri 25th Aug 2020</p> <p>One Stage 3 winner will be represent their school at the virtual Stage 3 Network Final.</p>	<p>Hosted through videoconference with competitors from the local area.</p> <p>One winner and one highly commended will be selected. Winner will proceed to the Grand Final.</p>	<p style="text-align: center;">Wed 18th Nov 2020</p> <p>Hosted virtually, where one winner and one highly commended is selected.</p>

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
Stage 3 (Year 5 and 6) = 4 minutes	Stage 3 (Years 5 and 6) = 2 minutes
<ul style="list-style-type: none"> ● 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 (Stage 3 - an eighth of an A4 page). 	<ul style="list-style-type: none"> ● 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 speech for Stage 3 will be based on a phrase or single word chosen by the adjudicator on the day and students are able to interpret it as they wish. They will have 5 minutes preparation time ● Palm cards will be provided 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"> • Eye Contact – <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> • Stance – <i>Speakers should be comfortable but should not do anything that distracts from what they are saying</i> • Voice – <i>Speakers should modulate tone, expression, volume and speed without appearing unnatural. They should not force their words or yell at the audience</i> • Gesture – <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"> • <i>Stage 3 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.</i> <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"> • <i>In Stage 3 speakers should justify their opinions but their message should be profound and more specifically linked across a wider world view.</i> <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>

METHOD	40% of the mark	<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</p> <p>There are three ways to begin a speech:</p> <ul style="list-style-type: none"> • Story – <i>must be relevant to the speech as a whole</i> • Statement – <i>should be interesting and thought provoking</i> • Question – <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 Story, Statement or Question.</p>
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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 levels of the competition.