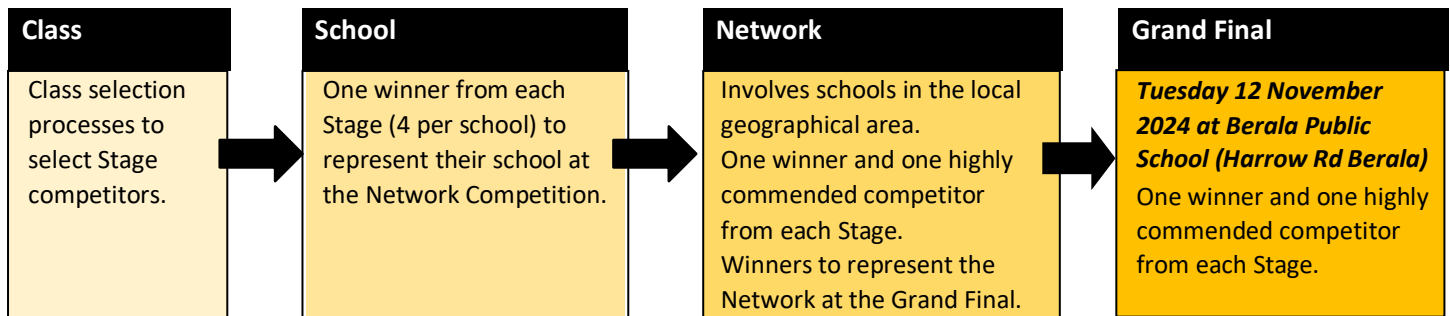


PARENT/CARER INFORMATION

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.

How does the competition work?



What will the students be doing?

- ☐ All competitors must deliver both a prepared and impromptu speech at every level of the competition.
 - Both the prepared and impromptu speeches are given equal consideration (50% each) for the overall marking at every level of the competition, including Early Stage 1.

| PART 1: Prepared Speech | PART 2: Impromptu Speech |
|---|--|
| <ul style="list-style-type: none"> • Early Stage 1 (Kindergarten) = 1 minute • Stage 1 (Years 1 and 2) = 2 minutes • Stage 2 (Years 3 and 4) = 3 minutes • Stage 3 (Year 5 and 6) = 4 minutes • Stage 4 (Years 7 and 8) = 5 minutes | <ul style="list-style-type: none"> • Early Stage 1 (Kindergarten) = 30 seconds • Stage 1 (Years 1 and 2) = 1 minute • Stage 2 (Years 3 and 4) = 1 minute • Stage 3 (Years 5 and 6) = 2 minutes • Stage 4 (Years 7 and 8) = 3 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 and structure but the topic needs to remain the same. ✓ Speech topics are not to come from, or be related to, those of the Multicultural Perspectives Public Speaking Competition for the current year. ✓ Microphones will not be available. ✓ No external aids or props. ✓ 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. ✓ Palm cards should be used: <ul style="list-style-type: none"> • Early Stage 1 and Stage 1 – no larger than a quarter of an A4 page • Stages 2 and 4 – no larger than an eighth of an A4 page. | <ul style="list-style-type: none"> ✓ Should be persuasive in nature. ✓ Kindergarten impromptu will be based on an object and they will have 2 minutes of preparation time. ✓ Impromptus for Stages 1, 2, 3 and 4 will be based on a phrase or single word chosen by the adjudicator on the day, and students can interpret it as they wish. They will have 5 minutes of preparation time. ✓ Palm cards will be provided for Stages 1, 2, 3 and 4. ✓ 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.</p> <p>Aspects 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. 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>Early Stage 1 and Stage 1</u> students can choose relatively simplistic topics such as <i>pets, holidays, family members, etc.</i> • <u>Stage 2</u> students can also choose relatively simplistic topics but they should be encouraged to talk about other people considering a broader context such as a community or national focus. <i>Their entire speech should not just be about themselves.</i> • <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. <i>They should be linking ideas to other people and the world in general for their entire speech.</i> • <u>In Stage 4</u> speakers should select a topic that reflects investigation, engagement and understanding of a current/pressing issue on a local, national or global level. <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 Early Stage 1 and Stage 1</u> the message can be relatively simplistic. • <u>In Stage 2</u> speakers are encouraged to justify their opinion. • <u>In Stage 3</u> speakers should also justify their opinions but their message should be more profound and more specifically linked across a wider world view. • <u>In Stage 4</u> speakers should provoke thought and evoke audience engagement. <i>A call to action and/or fresh insights and perspectives are welcomed.</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 is when a speaker refers to people, places and events that have happened in the real world and that have been reported, thus providing evidence for their points. Students should aim for their examples to be one or more of the following: real, recent, reported, reasonable and relevant.</p> <p>Language: Students should understand, be familiar with, and correctly pronounce the language in their speeches. A good speech will avoid: slang, informal language, interjections like ‘yuck’, incorrect grammatical structure, incorrect pronunciation, mumbling.</p> |

Method refers to how a speech is organised and includes:

1. Beginning
2. Middle Development (arguments and examples)
3. 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 ...'

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.

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 ways to end a speech are the same as the three ways to begin a speech. That is with a Story, Statement or Question.

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.