



Monday 21st August, 2023

K-6 Public Speaking Competition

Information to Parents

Dear Parents/Caregivers,

During Term 3 we will be holding a K – 6 Public Speaking Competition. As part of our **homework** for this term, students are asked to prepare and practice a speech. Students may also be asked to deliver an impromptu speech in class as part of our public speaking program. Teachers will support students if required to ensure success.

In Week 9, students will present their prepared speech in class. From these presentations, some students will be asked to present their speech at a stage final. One student per stage will compete in a Network Final with students from other schools in our area. Students should think carefully about the topic they wish to prepare and deliver a speech on. You can support your child in this endeavour by assisting in choosing a suitable topic, by helping them in the planning of their speech and/or by listening to your child practice.

Topics: Students 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. (Note: Speeches written for the Multicultural Perspectives competition can not be reused). Speeches must be of a **persuasive** nature and not simply sequential information about a topic.

<p style="text-align: center;"><u>Early Stage 1 (Kindergarten)</u></p> <ol style="list-style-type: none">1. Five of my favourite words2. Let me tell you about my best friend3. The best place to be4. Student's choice	<p style="text-align: center;"><u>Stage 1 (Years 1 & 2)</u></p> <ol style="list-style-type: none">1. If I had a choice between getting money and spending time with my family, I would choose...2. Why I don't care about the "5 second rule"3. Favourite foods of my family4. Student's choice
<p style="text-align: center;"><u>Stage 2 (Years 3 & 4)</u></p> <ol style="list-style-type: none">1. The ingredients of a healthy lifestyle are...2. School is the only place to learn3. If I was in charge, the rules I would make would be...4. Student's choice	<p style="text-align: center;"><u>Stage 3 (Years 5&6)</u></p> <ol style="list-style-type: none">1. Technology is antisocial2. Are we responsible for all the destruction in nature?3. People should only eat the food that grows in their own country4. Student's choice



Student's choice topics:

Early Stage 1	Stage 1	Stage 2	Stage 3
Related directly to self and personal interests	Topics related to their family and local community	Issues affecting their local and Australian communities	Making connections with broad world issues and global topics

Length:

<u>Age Group</u>	<u>Prepared Speech Times</u>	<u>Impromptu Speech Times</u>
Kindergarten	1 minute	30 seconds
Stage 1	2 minutes	1 minute
Stage 2	3 minutes	1 minute
Stage 3	4 minutes	2 minutes

Prepared Speeches: One bell will be rung at the completion of the time indicating that the speaker's time has expired. A continuous bell will be rung 30 seconds after the completion time.

Impromptu Speeches: A continuous bell will be rung 30 seconds after the completion time.

All prepared speeches should be prepared on paper or palm cards. Public Speaking is an integral part of the teaching of English, something that really improves with practice and is a skill that is transferable to so many aspects of life.

When planning and delivering a speech, students should think carefully about:

- Manner (Gesture and Stance; Visual Presence; Eye Contact; and Vocal Variation)
- Method (Introduction; Development; and Conclusion)
- Matter (Topic/Message; Arguments; Examples; and Language)

Should you have any questions regarding our Public Speaking Competition please do not hesitate to contact your child's teacher or Ms Bartlett.

Kind Regards,

Ms Coral Bartlett
Public Speaking Coordinator

Mrs Sarah Harris
R/Principal



Tips for Public Speaking

- Speakers **should not** start a speech with “Good morning teachers and fellow students, my name is and I am going to talk about...”. Students should appear familiar with their audience.
- Similarly, speakers **shouldn’t** finish with “Thank you for listening to my speech”. Students should instead aim for a ‘call to action’, which involves them making a suggestion or persuading their audience to take action. For example, a speech on littering could end with a call to action that involves being more mindful of waste in the playground.
- The speech should be written by the student or with the student in their own words.
- Speakers should know how to say all the words in their speech and the meaning.
- Practice the speech daily in front of the mirror, in front of family, in front of visitors etc.
- Using palm cards will help speakers remember their speech and support them when they get nervous. 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.
- Speaking slowly and clearly will allow the audience to appreciate the speaker’s hard work. The speaker will also appear more confident!
- Use a volume that will make it easy for the audience to hear. Varying the tone and volume of the speaker’s voice will help keep the audience interested.
- Including a little humour if appropriate may help maintain the audience’s interest.
- Make sure the speech is well organised and ideas link together so that the audience can follow it.
- Speakers who enjoy themselves when speaking will encourage the audience to enjoy listening!
- Eye contact should be varied, looking at all the members of the audience.
- Overly dramatic presentations should be discouraged as this can detract from the speaker’s content and presentation skills. External aides and/or props will not be permitted.
- Body language should be calm and relaxed, with hand gestures used for effect if appropriate.

Impromptu Speeches

These are speeches where students have only a very short preparation time (5 – 10 minutes). It is a good idea to practice impromptu speeches as a game at home or in the car on a long trip. Given the short preparation time, students do not have time to write out an entire speech. Students can benefit from making a ‘mind map’ of talking points, such as the one below when planning.

Your child may find the following methods also useful when organising impromptu speech subject matter:

S C G How the topic effects SELF, COMMUNITY and GLOBAL

P I N POSITIVE thought from the topic, INTERESTING thought from the topic and a NEGATIVE thought from the topic

P P F Your topic in the PAST, your topic in the PRESENT and your topic in the FUTURE

