

# Public Speaking Competition

Our school will once again participate in the Seacliff COS Public Speaking Competition. The competition will begin in classrooms where all students are given the opportunity to speak in front of their class.

- Week 6: Class presentations. Students will be selected to go through to Stage Competition.
- Week 7 Thursday 13<sup>th</sup> June: Stage competitions. From this competition, one speaker from each stage will be selected to represent our school in the Seacliff COS Competition held at Helensburgh Public School in Week 9 on Wednesday 26<sup>th</sup> June 2019.

It is important that the speech your child prepares states an opinion and attempts to persuade the audience. Prepared speeches and impromptu speeches hold equal weight.

The length of the prepared speech varies for each stage. The time allocated for each stage is:

- Stage One: 2 minutes
- Stage Two: 3 minutes
- Stage Three: 4 minutes

Students should prepare their speech at home, ready to present in Week 6. It is important that the speech is relevant to the student and to the students who are part of the audience. The structure should be clear, logical and sequential. Some students may need support to prepare and present their speeches.

Students will be taught in class how to quickly prepare an impromptu speech. Impromptu speeches for each stage is:

- Stage One: 1 minute
- Stage Two: 1 minutes
- Stage Three: 1 ½ minutes

Participation in public speaking by all students is worthwhile as it assists them to become more confident, clear and focused speakers in public situations. This should improve self-esteem and will assist them in the world beyond school. The class teachers thank you for your support and appreciate your assistance to prepare your child for this exciting learning opportunity.

Rebecca Goulder  
Organising Teacher

## ***Tips and Handy Hints***

**There are several things to avoid and include when writing and presenting a prepared:**

- Don't introduce the speech or yourself the, chairperson has already done this for the speaker.
- Small palm cards can be used as prompts. Some students may wish to learn their speech. Speakers should try to avoid reading straight from the palm cards, as the speaker needs to engage the audience.
- Do not say thank you. The audience should thank you with applause.
- Avoid lists of facts about a particular topic. This leaves little room for personal insights.
- Speakers should project their voices as we do not plan on using a microphone for the competition.
- Humorous touches are usually well received by the audience and adjudicators. Please note props may not be used.
- Avoid saying something is bad or stupid without giving good reasons for holding this opinion.
- Encourage students to look outside their local community and immediate lives and possibly give information from current events.

## ***Impromptu Speeches***

Impromptu Speeches are speeches where students have a very short preparatory time. Speakers are only given **five minutes** to prepare this speech. The starting and finishing time will be staggered, to make this part of the competition fair. These speeches should be an integral part of the competition, as they show who has independently prepared their presentation. Impromptu speeches are on a given topic chosen by the adjudicators. Each stage will receive a different topic.

Some ideas for completing speeches include:

- a mind web or map where ideas are written down as they come to mind on the subject being prepared e.g.
- the six question method is also useful. It involves asking WHEN, WHERE, WHY, WHAT, WHO, HOW?  
e.g. Fire ..... Who uses fire? Where is fire used? What is it used for? Why do we have to be careful when using fire? When is fire dangerous? How can we prevent accidents with fire?

Both these methods are useful and a combination of both is probably desirable. Students should have a prepared "lead in" and a "concluding" sentence so that they can begin and end confidently.

It is important however, to avoid just listing points, but try to develop several of ideas into an opinion with a firm conclusion. Students will need to be taught how to elaborate key points.

## ***Information For the Student***

It is important for a student to choose a topic that suits their style, personality and which will be effective at all levels of the competition.

### Choosing a Topic

The speech should develop a line of thought which leads to an opinion, not just a mini-lecture. For example if a student wants to talk about snakes it would not be one solely based on facts and figures, but one which develops an argument about their importance to the environment, why people are unnecessarily afraid of them and then conclude with a personal viewpoint.

**It is important that the speech for all stages states an opinion and attempts to persuade.**

It is essential that the speech is relevant to the audience. A speech on Australia's Economic Policy is not likely to grab the audiences' attention at this age. The content should be the student's choice ...something that interests or is important to the speaker. Students should avoid controversial topics which could upset or displease sectors of our community.

The **structure** should be clear, logical and sequential. A simple format could include the following guidelines:

- Introduction .... clearly introducing the topic, setting the platform to develop and expand your argument.
- Body-here the main points are expanded upon. This will include all the complications, conflict, climax and resolution.
- Conclusion ...the speech is rounded off, loose ends are tied up and an opinion stated about the topic.

## ***Information for Parents***

### **How can you help?**

- Assist your child in choosing a sensible topic. One that is original and fresh. It should also be familiar to the child.
- Help them develop it rather than writing it for them. Learning is through doing not having it done for you.
- Direct them to the sources where they can find their information. This could include library, interviews, family discussions, Internet, etc. This will help them construct a speech which is personal, meaningful and conversational.
- Listen to your child's speech (often) and assist with .... voice projection, sentence structure and timing. If possible, video children speaking and evaluate efforts towards improvement.
- Practice impromptu speeches at home, in the car or at any time available!
- Give plenty of encouragement and support.

Public speaking should always be viewed as an enjoyable and productive exercise. It is a valuable component of the curriculum. Avoid putting undue pressure on children to perform, they should be encouraged to participate at a level at which they are comfortable and can gain the most from the experience.