

Thursday 4th of July 2024



Hurstville Public School
Forest Road
HURSTVILLE NSW 2220

Ph: 02 9587 3963 Fax: 02 9553 8029
Email: hurstville-p.school@det.nsw.edu.au

2024 Metropolitan South and Metropolitan South and West Public Speaking Competition – Georges River Network

Dear Parents and Carers,

During Term 3, all students will continue to develop their public speaking skills, as part of the expected Oral Language and Communication outcomes in our English syllabus. Every year, Hurstville Public School participates in the Primary Network Public Speaking Competition, which aims to showcase talented public speakers among primary school students in a fun and interesting way.

Students will prepare their speeches at home ready to present in their class, during **Weeks 4, 5 or 6 in Term 3**. One student from each class will then be chosen to represent their class to compete at the Stage Final which will take place **in Week 8**. The finalists will also have to prepare and present a 1-minute impromptu speech at the final assembly. From there, the Stage 3 finalist will deliver their prepared speech at the Georges River Network Public Speaking Competition **held from late Term 3 to early Term 4**.

The prepared speech duration for Year 5 and Year 6 is **four minutes** and the duration of impromptu speeches, which involves students being given the topic prior to presenting, is **two minutes**. There will not be any microphones so students need to project their voice. Students may choose ANY TOPIC OF INTEREST (except multiculturalism as this topic is covered in the Multicultural Public Speaking Competition) for their prepared speech suitable for a school audience where they must express their opinion as well as consider how it would affect others, in the school and wider community, using **persuasive** language. It is important that all speeches present a justified opinion in the child's own words, as opposed to just presenting a list of facts. Some suggested topics are:

Everyone's a winner	How to be a good friend
Technology is making us unhealthy	The greatest thing ever invented
Everyone should play a team sport	Homework is outdated

Students are encouraged to use palm cards with pictures or key points as prompts during their speech and not start their speech with, "Today I am going to talk about..." or end it with "Thank you for listening."

See attached flyer for additional parent/carer information.

We look forward to your ongoing support and cooperation by encouraging your child to participate in public speaking.

Mr. Mark Steed
Principle Public

Ms Brodie Dillon
Speaking Coordinator

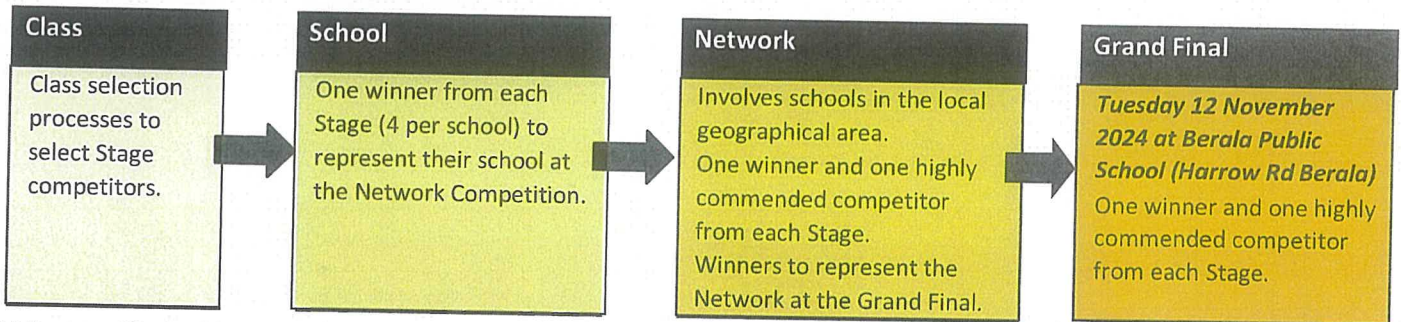
Ms Nikki Roebuck
Assistant Principal-Yr. 6



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:

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MANNER</p>	<p>20% of the mark</p> <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>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MATTER</p>	<p>40% of the mark</p> <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> <i>students can choose relatively simplistic topics such as pets, holidays, family members, etc.</i> • <u>Stage 2</u> <i>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. Their entire speech should not just be about themselves.</i> • <u>Stage 3</u> <i>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> • <u>In Stage 4</u> <i>speakers should select a topic that reflects investigation, engagement and understanding of a current/pressing issue on a local, national or global level.</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"> • <u>In Early Stage 1 and Stage 1</u> <i>the message can be relatively simplistic.</i> • <u>In Stage 2</u> <i>speakers are encouraged to justify their opinion.</i> • <u>In Stage 3</u> <i>speakers should also justify their opinions but their message should be more profound and more specifically linked across a wider world view.</i> • <u>In Stage 4</u> <i>speakers should provoke thought and evoke audience engagement. 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.