

Speech Arts Information

Junior & Intermediate

2010 - 2011



THE SPEECH ARTS PROGRAM

Objectives

- To encourage the development of and the appreciation for the art of speaking in the classroom throughout the year
- To offer students the opportunity to participate in the 2 formats of the Speech Arts Program
- To provide students with a forum in which to present their accomplishments to a variety of audiences: classrooms, school, group of schools

Introduction

The Speech Arts Program consists of 2 formats. Each student must follow the criteria for the format selected. Students should choose appropriate topics in which they are interested and in which they can interest their peers. Parental involvement should be limited to suggestions for staging and polishing the material.

At the semi-finals and finals, all presenters must remain anonymous. They should not wear school t-shirts or other school affiliation indicators. They are strongly discouraged to identify their school in any way.

Because the emphasis of the Speech Arts Program is on the development of oral language, the use of singing, chanting, rap, mime and coral speaking must be severely limited.

Values are important. Slapstick and mere silliness are unacceptable. Careful guidance by the classroom teacher will help students select materials appropriate for public performance and avoid inappropriate or offensive language, stereotypes and situations.

LEVELS OF PARTICIPATION

Level 1: Classroom

The thrust of the classroom program is to encourage excellence in oral communication. Teachers may wish to recognize the achievements of each individual at the classroom level. The information and procedures outlined here will assist the teacher in selecting representatives from the classroom program to participate in the school program.

Level 2: School

Representatives from each classroom (juniors and intermediates) assemble in the school's auditorium for the school's Speech Arts Final. Junior students do not compete with the intermediates. All format A speeches should go first and then all the format C speeches afterward. There should be three judges and a questioner (for format A speeches only) Participation certificates (samples are included if you choose to use them) may be awarded to all those students who participated. Awards can be handed out to the top speakers, but at the school's discretion.

Level 3: Semi-Finals

Schools will be organized into smaller groups, usually by location, for a semi-final event. Separate programs will be organized for junior and intermediate divisions. Participation certificates and/or ribbons will be awarded to each student. A medallion will be awarded to the top performance in each speech format. Honourable mentions will be given to those students placing second and third.

Level 4: Finals

Those students from the semi-final levels will participate at this level. Separate programs will be organized for junior and intermediate divisions. Participation certificates and/or ribbons will be awarded to each student. A trophy will be awarded to the top performance in each speech format. Honourable mentions will be given to those students placing second and third.

PLANNING YOUR SPEECH ARTS EVENT

PLANNING AHEAD

Decide when and where you will be holding your Speech Arts event. You will also need 3 judges, a questioner, a timer (and a stop watch) and a Master of Ceremonies. Judges can be anyone (principal, vice-principal, teacher-librarian, any support staff, etc.) It is better to find judges who do not have a lot of direct contact with those students participating.

WHO PARTICIPATES

Each junior classroom has the opportunity to send one representative for Format A speech and one representative for Format C speech. Each intermediate classroom has the opportunity to send one representative for Format A speech and one representative for Format C speech. *Junior students compete with junior students, intermediates with intermediates.*

HOW THE EVENT RUNS

The participants can either sit on the stage (if you have one) or in the front row of the audience. All Format A students should be together, as well the Format C students should be sitting together. Before the event begins, participants from each Format draw numbers to determine the speaking order. The Master of Ceremonies will introduce each student as, "Speaker number 1, Speaker number 2," and so on. Please remember that 2 questions are asked at the end of every Format A speech. At the end of the speech, the timer must provide the time of the speech to the judges.

Once the Format A participants are finished, all the Format C participants will present. Format C participants do not answer questions. At the end of the speech, the timer must provide the time of the speech to the judges.

WINNERS AND HONOURABLE MENTIONS

The judges confer after all speeches have been presented and decide on a top speaker for each category. It is the school's choice as to what the top speaker in each category will receive. Usually all students receive a participation certificate. For examples, please see the attached files or feel free to make up your own. As well, it is up to the school if they would like to award a 1st, 2nd, and a 3rd prize for each Format. Another option is to have a top speaker with 2 honourable mentions for each Format.

**Please note: you do not have to participate in both Formats. Some schools prefer to concentrate on only one Format. The choice is yours to make.*

WHAT HAPPENS NEXT

Your top Format A and Format C students will go on to participate in a semi-final event. Dates and locations are yet to be determined.

SO YOU HAVE TO GIVE A SPEECH

Speech Arts Tips

Selecting a Topic

- Make a list of all the things you could talk about
- Ask yourself, "What do I want to talk about?"
- Choose a topic that:
 - Interests you
 - You know something about
 - Suits your time limit
- You can research and write about in the time available to you
- Write down everything that you know about your topic

Finding Your Information

- Personal Experiences
- People that you know or have met
- Current events
- Television
- Magazines
- Radio
- Videotapes
- Encyclopedias
- Ask your parents, friends, teachers or librarian

First Draft

- Know the purpose of your speech (inform, describe, entertain, or persuade)
- Plan your speech. It should contain an introduction, body and conclusion.
- Write a really good opening. Never start with, "The topic of my speech is..." or "I am Michael Jones..."
- Try one of these as an opener:
 - Ask a question
 - Use suspense; don't 'announce' your topic
 - Use a startling statement
 - Open with a quotation
 - Begin with a humorous story that has to do with your topic
 - Use a powerful statistic
 - Use a real life example
- Use a comparison
- Once you have your introduction, begin to organize the body of your speech. Always remember your audience and purpose when organizing your speech. Make your points in an interesting way and make sure that the transitions are smooth from one idea to the next
- Make sure your closing is strong. It is the last thing that your audience hears and these words are most likely what the audience will recall later
- Put your first draft aside for a few days before you begin to revise

Final Editing

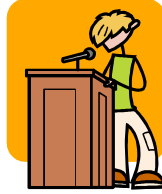
- Read your speech out loud to yourself – alone
- Pay attention to the way you feel when you read your speech
- Do the words flow easily?
- Is your speech easy to follow?
- Use short, simple words rather than long, complicated ones
- Repeat key words or phrases for emphasis
- Look over the introduction – will it gain attention?
- Look over the body – will it hold interest?
- Look over the conclusion – do you have one? Is it logical? Does it flow?
- Practice your speech repeatedly. Audiotape or videotape your speech and listen to/watch yourself. Can you follow the ideas? Do the ideas make sense? Is your voice interesting? Are you speaking too fast? Is your voice loud enough?
- Practice in front of a mirror, friends, and family and ask for feedback.

Delivering the Speech

- Now it is your turn to speak
- You are introduced, rise and walk forward with purpose to greet the audience
- You may wish to use index cards. Do not forget to number them
- Stand up straight with your weight equally distributed on both feet
- Take a moment to look at your audience – *SMILE* and start your speech
- Remember the audience is rooting for you!

SPEECH ARTS: FORMAT A

ORATORICAL



PURPOSE

- To present information about a topic and / or to develop a point of view about a topic

PRESENTER

- Only 1 student may make this presentation
- At the conclusion of the speech, the presenter will be asked 2 questions: one general question about public speaking, and one about their topic

SUPPORT MATERIAL

- Small cue cards (8 cm x 13 cm), pictures and graphs are allowed
- Using a microphone is prohibited
- A lectern may be used but the classroom teacher should not encourage it

LENGTH

- 2 to 5 minutes
- If the speech is too long or too short, marks must be deducted

CONTENT & STRUCTURE

- The emphasis is on the organization and effective communication of ideas supported by research and/or personal viewpoint
- The speech is written by the person presenting it
- The use of singing, rapping, choral reading, chanting or miming is unacceptable
- Keep the use of props to a minimum – carry on props only
- More marks will be awarded if the speech is memorized
- Slapstick humour and mere silliness is unacceptable
- The topic is chosen by you
- Your topic should be something that interests you and be easy to research
- Remember who your audience is – make the topic interesting and relevant to them

OTHER TIPS

- A neat and clean appearance will only add to your speech – it shows the audience and the judges you are well prepared
- Practice saying your speech over and over in front of your family and friends
- If possible, record yourself saying your speech and listen to it – make changes where necessary
- If possible, video tape yourself and watch your body movements and gestures
- Be *ORIGINAL* – pick something that has not been done before

SAMPLE QUESTIONS FOR FORMAT A PRESENTERS



At the end of their speech, Format A participants are asked 2 questions - 1 general question about public speaking and 1 specific to their topic. Here are some sample questions:

- What is/are the most important thing(s) to keep in mind when giving a speech?
- What suggestions can you give to other students about selecting a topic?
- At what grade do you think student should start participating in public speaking and why?
- Why is the delivery of a speech important?
- What have you enjoyed the most about preparing your speech?
- What the advantages (or disadvantages) of saying your speech first?
- What are the advantages (or disadvantages) of saying your speech last?
- How did you prepare for your speech?
- How did your family help you with your speech?
- At the beginning of a speech, the speaker addresses all the people in the audience. Why?
- What did you do to memorize your speech?
- If someone wished to learn more about your topic, where would you suggest they go?
- Some people get nervous speaking in front of a group of people. What advice would you give a friend who didn't feel confident?
- Some students wonder why they have to answer questions at the end of their speech. Why do you think questions are asked?
- What makes you proud about the speech you gave?
- Do you enjoy public speaking and why?
- What did you do to prepare for saying your speech today?
- Can an audience help a speaker?
- Why is good organization so important?
- What do you think is the most important part of a speech? Why?
- Why is it important to become good at public speaking?
- How will this experience help you in the future?
- The questions you have to answer at the end of your presentation are just as important as your speech. Why?
- What are some ways for teachers to help their students become better public speakers?

SPEECH ARTS: FORMAT C DRAMATIC NON-ORIGINAL



PURPOSE

- To have students interpret and present, in a dramatic way, spoken material written or produced by someone other than the participants

PRESENTERS

- A maximum of 2 people in a group
- All members must have speaking roles

SUPPORT MATERIALS

- Props and costumes may be used, but please do not overdo it
- Keep the use of props to a minimum – carry on props only

LENGTH

- 2 – 5 minutes in length
- If the presentation is too short or too long, marks will be deducted

CONTENT & STRUCTURE

- The source of the material must be identified and credited at the beginning of the presentation (participants are encouraged to select material written / edited by Canadians)
- Participants may use a few original remarks to introduce, conclude or tie their presentation together
- The use of singing, rapping, choral reading, chanting or miming is unacceptable
- More marks will be given if the presentation is memorized
- Slapstick and mere silliness are unacceptable
- The material is chosen by the presenters
- Remember who your audience is – make the presentation relevant to them

OTHER TIPS

- A neat and clean appearance will only add to your speech – it shows the audience and the judges you are well prepared
- Practice saying your speech over and over in front of your family and friends
- If possible, record yourself saying your speech and listen to it – make changes where necessary
- If possible, video tape yourself and watch your body movements and gestures
- Be *ORIGINAL* – pick something that has not been done before

ONTARIO CURRICULUM: THE ARTS, DRAMA

Overall expectations are listed and can be applied to Speech Formats A and C (self evaluation and peer evaluation)

Grade 4

Creating and Presenting:

apply the creative process (see pages 19–22 of the Arts Curriculum) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories;

Reflecting, Responding, and Analysing:

apply the critical analysis process (see pages 23–28 of the Arts Curriculum) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

Exploring Forms and Cultural Contexts: demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

Grades 5, 6, 7 and 8

Creating and Presenting:

apply the creative process (see pages 19–22 of the Arts Curriculum) to process drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives;

Reflecting, Responding, and Analysing:

apply the critical analysis process (see pages 23–28 of the Arts Curriculum) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

Exploring Forms and Cultural Contexts:

demonstrate an understanding of a variety of drama and theatre forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

ONTARIO CURRICULUM: LANGUAGE

Overall expectations are listed for junior and intermediate divisions and can be applied to Speech Format A and C.

Grades 4, 5, 6, 7 and 8

Oral Language

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- use knowledge of words and cueing systems to read fluently
- reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

RESOURCES

Barlow, Bob. *Oral Presentations Made Easy!* New York: Scholastic Inc., 2002.

Granahan, Shirley. *Making Speeches: Grade 3.* Grand Rapids, Michigan: McGraw Hill Children's Publishing, 2003.

Granahan, Shirley. *Making Speeches: Grade 4.* Grand Rapids, Michigan: McGraw Hill Children's Publishing, 2003.

Granahan, Shirley. *Making Speeches: Grade 5.* Grand Rapids, Michigan: McGraw Hill Children's Publishing, 2003.

Toronto Speaks Up (North York Board of Education)

The Scarborough Speech Arts Handbook