



School District # 35, Langley Speech Festival

# Langley District Speech Festival 2015

## Intermediate Package Grade 6/7



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Preparing and delivering a speech is one way to meet some of the Prescribed Learning Outcomes for Oral Language (Gr 1 -7). These are taken from the Language Arts IRP.

### Strategies for Oral Language

#### Grade 6

- Access prior knowledge
- Set a purpose
- Organize information
- Practice delivery
- Summarize main ideas presented
- Identify bias and viewpoints

#### Grade 7

- Access prior knowledge
- Set a purpose
- Organize information
- Practice delivery
- Summarize and synthesize information from a variety of sources
- Attend to structural cues in oral language



## **Criteria for a Good Listener and Speaker Grades 4-7**

A good speaker and listener:

- speaks and listens for a variety of reasons
- maintains concentration during listening and speaking
- receives, interprets and responds to messages
- communicates ideas and information so that the audience can understand and remember
- uses vocabulary and presentation style that are appropriate for the audience
- uses tone, pace, and volume, grammar, syntax, and conversational conventions that are appropriate for the situation
- sustains extended conversations by encouraging the speaker and contributing ideas
- is attentive, respectful and open to cultural, gender and individual conversations in conversation ( i.e. listens with “eyes”, “ears “ and “heart”),
- uses language effectively to clarify, persuade and inspire
- monitors presentation and is sensitive to audience response
- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, a noisy environment, distractions)
- self-evaluates and sets goals for improvement



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Here is a SUGGESTED time line if you wish to teach public speaking during school time.

### Intermediate Teaching Time Line

#### **Week 1 – Introducing Public Speaking to Students**

- watch video of children delivering speeches as point of discussion i.e. eye contact, gestures, content, etc
- compare and contrast “everyday” speaking and “public” speaking
- develop criteria for good speeches
- assess one or two speeches from the video

#### **Week 2/3 – Choosing a Topic, Making an Outline and Completing a Draft**

- students choose a topic (*see topic list, for suggestions*)
- attempt to discourage negative points of view
- research the topic as necessary
- encourage students to think of topics that are of personal interest to them
- students brainstorm topics in groups or as a class, then the ideas are put on the blackboard
- see page 7 -*Planning the Speech*  
creating an outline is useful in giving students feedback, and to check if students understand their topic
- a draft copy can be produced with the help of a workable outline
- graphic organizers such as a web are helpful techniques
- students should read their drafts aloud and edit them frequently
- see page 19- *What About Plagiarism?*

#### **Week 4 – Practicing the Presentation**

- students should use cue cards
- teach children where to look when they are speaking
- assess each other using the criteria
- practice using a microphone and standing behind a podium
- students could practice reading into a tape recorder
- 

#### **Week 5**

- students are given feedback by classmates
- students review judging forms, make revisions
- continue practice prior to final Class Speech Fest



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**Suggested Elementary Speech Topics**

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| Are Motorcycles Dangerous?         | Money                               |
| Asking for Help                    | My Best School Years                |
| Being Canadian                     | My Favourite .....                  |
| Being Helpful                      | My Favourite Day                    |
| Being the Youngest/Middle/Eldest   | My First Time on an Airplane        |
| Braces                             | On Being Small                      |
| Bullies                            | Parents                             |
| Censorship                         | Peer Pressure                       |
| Choosing the Right Pet             | Plagiarism/Cheating                 |
| Chores                             | Prejudice                           |
| Computers                          | Protecting the Environment          |
| Coping with Brothers and Sisters   | Report Cards                        |
| Doing Your Best                    | Respect                             |
| Drugs                              | Self Esteem                         |
| Elections                          | Sportsmanship                       |
| Family                             | Studying                            |
| Fashion and Fads                   | Superstitions                       |
| Friends                            | Teachers                            |
| Getting Ready to Enter High School | The Greatest Invention Ever         |
| Greed                              | The Hardest Thing I've Ever Done    |
| Hairstyles                         | The Toys I'll Never Give up         |
| Having a Bad Day                   | Unusual Sports                      |
| Healthy Living                     | What Bugs Me                        |
| Hobbies                            | What I Like Most About.....         |
| How to Play.....                   | What You need for a Perfect School! |
| Intelligence                       | When I Grow up                      |
| Kindness                           |                                     |



## **Planning the Speech- Intermediate Gr 6,7**

**Speech length- no less than 4 minutes, no longer than 5 minutes**

**Introduction** - approximately 30 seconds long

- **Formal salutation**

Greet the audience “Good morning/afternoon principal’s name, teachers, ladies and gentlemen, judges and fellows students...” students may also state their name

- **Use a “hook”**

Use something that engages the audience and motivates them to want to listen (humour, interesting facts, etc.)

- **Define the topic.**

Set up the body of the speech.

What is your topic? **AVOID** saying “My speech is on...”

What is the purpose of your speech?

What three points are you going to talk about?

What sequence or order will you use to present the three points?

**Body** This is half of your speech time- approximately 2- 3 mins

- develop/elaborate on the main points discussed in the introduction
- provide support for your opinion or argument
- develop the content of the speech
- use the same sequence for discussing your points as presented in the

introduction

- use words that you know and understand
- choose words and sentence structures that are natural to you

**Conclusion** Take about 30 seconds to conclude

- Sum up your speech
- summarize or restate what you have told your audience in a few simple

sentences

- drive your point home
- leave the audience with something to remember about your speech
- conclude with a statement of a fact, a question, a quotation, a call for specific action or a reference to your introduction.

**AVOID** “Thanks for listening to my speech” and “ I hope you have enjoyed my speech.”



## **Tips for Preparing Your Speech**

- Put everything you're going to say onto note cards
- You should not fidget while speaking (have someone watch you or practice in front of a mirror).
- Make sure that even people in the back of the room can hear you clearly.
- Make sure you've read through your speech enough times that you do not need to read directly off of your note cards. You should be looking people in the eyes while speaking and only glancing down at your note cards when necessary.
- Include a mark or note on your note cards for when you want to pause
- Make sure you do not talk too fast or too slow. If you're naturally a fast talker, slowing down might feel silly to you but it sounds good to your audience.
- Definitely practice in front of family and ask them to comment on your volume, rate of speaking, eye contact, and posture before speaking in front of the class.
- Remember to try to make your speech interesting. What kind of information would you want to hear if you were in the audience?
- Avoid "umms," "uhhhs," and "likes" while speaking.
- Once you've finished preparing your speech, look over the judging rubric and see how you think you'll do. Are you happy with that?
- Have fun and relax! ☺



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### Rubric for Speech (Intermediate)

	Not Yet within Expectations	Meets Expectations ((Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>Clarity of Introduction &amp; Closure</b>	<ul style="list-style-type: none"> <li>•No clear introduction or conclusion</li> <li>•Topic is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction or conclusion but not both</li> <li>•Topic may be clear</li> </ul>	<ul style="list-style-type: none"> <li>• Clear introduction and conclusion.</li> <li>•Topic is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and conclusion capture the attention of audience</li> <li>•Topic is clearly articulated.</li> </ul>
<b>Interest and Content</b>	<ul style="list-style-type: none"> <li>•States few relevant ideas</li> <li>•If stating an opinion, little evidence is given</li> </ul>	<ul style="list-style-type: none"> <li>•States some relevant ideas.</li> <li>•If stating an opinion, offers some evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides relevant supporting ideas.</li> <li>• If stating an opinion, offers substantive evidence.</li> </ul>	<ul style="list-style-type: none"> <li>•Provides focused effective supporting ideas.</li> <li>• If stating an opinion, offers convincing evidence.</li> </ul>
<b>How the speech is crafted</b>	<ul style="list-style-type: none"> <li>•Language choices may be limited.</li> <li>•Inconsistent use of sentences, vocabulary, correct pronunciation</li> <li>•Poorly sequenced or ordered.</li> </ul>	<ul style="list-style-type: none"> <li>•Language may be simple</li> <li>•Some correct use of sentence structure, vocabulary and pronunciation.</li> <li>•Some information is logically sequenced.</li> </ul>	<ul style="list-style-type: none"> <li>•Language is clear with some variety and preciseness.</li> <li>• Consistent use of sentences, vocabulary and correct pronunciation.</li> <li>•Orders information logically</li> </ul>	<ul style="list-style-type: none"> <li>• Creates impact with colourful language</li> <li>• Sentence structure and vocabulary use are powerful.</li> <li>•Main points are clear and organized effectively.</li> </ul>
<b>Delivery (voice, eye-contact, pacing, timing)</b>	<ul style="list-style-type: none"> <li>•Nervousness is obvious - has trouble recovering from mistakes</li> <li>•No eye contact with audience</li> <li>•Too quick or too slow</li> </ul>	<ul style="list-style-type: none"> <li>•Use of volume, vocal control may be inconsistent.</li> <li>• Seldom makes eye contact</li> <li>•Sometimes uses pacing appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly, audibly, with some expression.</li> <li>• Generally makes eye contact.</li> <li>• Pacing is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly, fluently and expressively.</li> <li>• Consistently has good eye contact</li> <li>•Pacing is used artistically and effectively.</li> </ul>



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Student Self-Assessment

<b>DELIVERY -How the Speech is Presented:</b>	<b>yes</b>	<b>no</b>
Is my voice loud enough?		
Is pacing appropriate?		
Is it clear, does it have expression?		
Do I feel confident, assured, and enthusiastic?		
Is my tone appropriate for the topic?		
Am I articulating words appropriately and clearly?		
Am I avoiding using “ums/gunnas”?		
Am I spontaneous?		
Am I using cue cards properly?		
Am I using pauses and questions for emphasis?		
Am I using eye contact?		
Am I using appropriate gestures and facial expressions?		
<b>CONTENT -What the Speech is About:</b>		
Do I have an appropriate salutation?		
Can I get the attention of the audience?		
Does my speech have a clear purpose?		
Does it reinforce the main idea?		
Does it support the point?		
Does it leave the audience thinking about some of my ideas?		
Do my ideas flow logically?		
Are my points well- supported?		
Is my topic adequately covered?		
<b>LANGUAGE -How the Speech is Crafted:</b>		
Are my sentences varied and concise?		
Do I have an appropriate, varied choice of vocabulary?		
Am I using language accurately?		
Are my sentences grammatically correct?		
Does my speech convey humour or emotion?		



## **What About Plagiarism?**

Plagiarism, as defined by the *Concise Oxford Dictionary*, is to "take and use (the thoughts, writings, inventions, etc. of another person) as one's own." Intentional or not, when a student does not acknowledge the source of words and ideas that are not his or her own it is plagiarism.

### **How to Reduce Plagiarism:**

- **teach** what plagiarism is and provide paraphrasing practice.
- **discuss** with students why plagiarism is wrong and clarify that it is a combination of stealing and lying.
- **Teach** the differences in quoting paraphrasing, and summarizing.
- **Monitor** students at each step of the writing process



**Salutation:**

**My purpose is:**



**The main points that I will talk about in the body of my speech are:**