

# SPEECH FESTIVAL

## TEACHERS PLANNING PACKAGE

2016



# PURPOSE MISSION

TO INSPIRE ALL LEARNERS  
TO REACH THEIR FULL POTENTIAL  
AND CREATE A POSITIVE LEGACY  
FOR THE FUTURE



**Langley**  
Schools



**INTEGRITY ■ EXCELLENCE ■ COURAGE ■ COMMUNITY**

Plan your school's speech festival. Following your school event, you will select a primary and intermediate representative to send to the District Speech Festival to be hosted at the School Board Office in April.

Middle schools may send 2 representatives from grades 6-7.

Schools need to choose one of the two available dates for the District Speech Festival Finals:

- Friday, April 8
- Friday, April 22

Email your preference to [awoelders@sd35.bc.ca](mailto:awoelders@sd35.bc.ca)

# Schedule it!



# Core Competencies

Speechfest is an authentic opportunity for teachers to help students in Langley Schools develop the intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning, and to experience success.



**Communication: Connect and engage with others**  
**Communication: Acquire, interpret, and present information**



**Creative Thinking : Generating ideas**  
**Creative Thinking : Developing ideas**  
**Critical Thinking : Analyze and critique**  
**Critical Thinking : Develop and design**



**Positive Personal and Cultural Identity: Personal strengths and abilities**  
**Personal Awareness and Responsibility : Self-determination**

# Grades 1-3 Learning Standards



## English Language Arts

### CURRICULAR COMPETENCIES

#### Create & Communicate

- Create stories and other age-appropriate texts to deepen awareness of self, family, and community.
- Plan and create a variety of communication forms for different purposes and audiences.

### CONTENT STANDARDS

#### Strategies & Processes

- oral language strategies
- metacognitive strategies
- writing processes

#### Language Features, Structures & Conventions

- features of oral language
- language varieties
- syntax and sentence fluency
- conventions

# Grades 4-5 Learning Standards



## English Language Arts

### CURRICULAR COMPETENCIES

#### Create & Communicate

- Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences.
- Use language in creative and playful ways to develop style.

### CONTENT STANDARDS

#### Strategies & Processes

- oral language strategies
- metacognitive strategies
- writing processes

#### Language Features, Structures & Conventions

- features of oral language
- effective paragraphing
- sentence structure and grammar
- conventions

# Grades 6-7 Learning Standards

## English Language Arts

### CURRICULAR COMPETENCIES

#### Create & Communicate

- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
- Use an increasing repertoire of conventions of English spelling, grammar, and punctuation

### CONTENT STANDARDS

#### Strategies & Processes

- oral language strategies
- metacognitive strategies
- writing processes

#### Language Features, Structures & Conventions

- features of oral language
- language varieties
- syntax and sentence fluency
- conventions

## A good speaker and listener:

- ✓ speaks and listens for a variety of purposes
- ✓ maintains concentration during listening and speaking
- ✓ listens carefully to understand and respond to others' messages
- ✓ communicates ideas and information clearly
- ✓ organizes 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 that are appropriate for the situation
- ✓ sustains short conversations by encouraging the speaker and contributing ideas
- ✓ is attentive and respectful to others in conversation
- ✓ uses language effectively for a variety of purposes
- ✓ monitors presentation and is sensitive to audience response
- ✓ uses some strategies to overcome difficulties in communication (e.g. unfamiliar vocabulary, noisy environment, distractions)
- ✓ self-evaluates and sets goals for improvement



## A good speaker and listener:

- ✓ speaks and listens for a variety of purposes
- ✓ 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



## WEEK 1

### Introducing Public Speaking

- compare and contrast "everyday" speaking and "public" speaking
- discuss criteria for good speeches - see criteria sheet

## WEEK 2-3

### Choosing a Topic, Organizing & Drafting

- 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 pages on Preparing the Speech and Tips for Preparing your Speech
- a draft copy can be produced with the help of a workable outline
- students should read their drafts aloud and edit them frequently

## WEEK 4

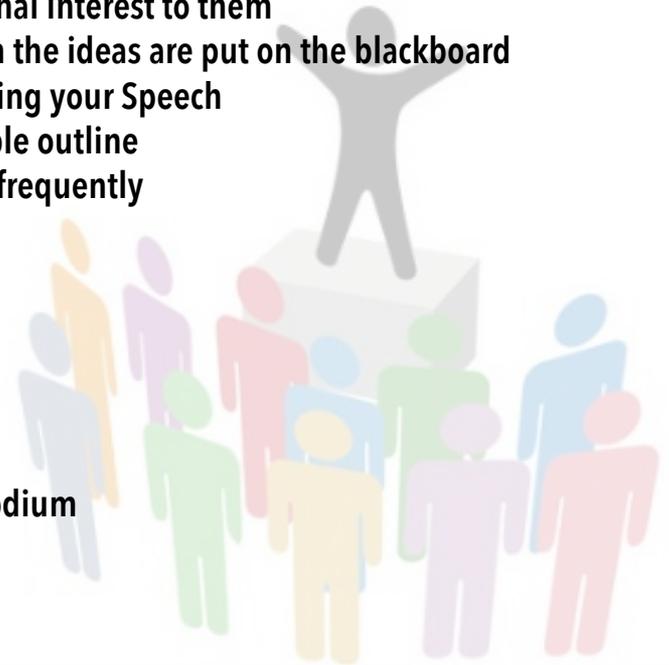
### Practicing and Preparation

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

## WEEK 5

### Final Practice

- classmates give students feedback
- students review criteria
- continue practice prior to final Class Speech Fest



# SUGGESTED INSTRUCTIONAL ACTIVITIES & TIMELINE

## WEEK 1

### Introducing Public Speaking

- 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, Organizing & Drafting

- 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
- create an outline using graphic organizers; provide feedback
- use a workable outline to draft a speech
- students should read their drafts aloud and edit them frequently
- check for plagiarism

## WEEK 4

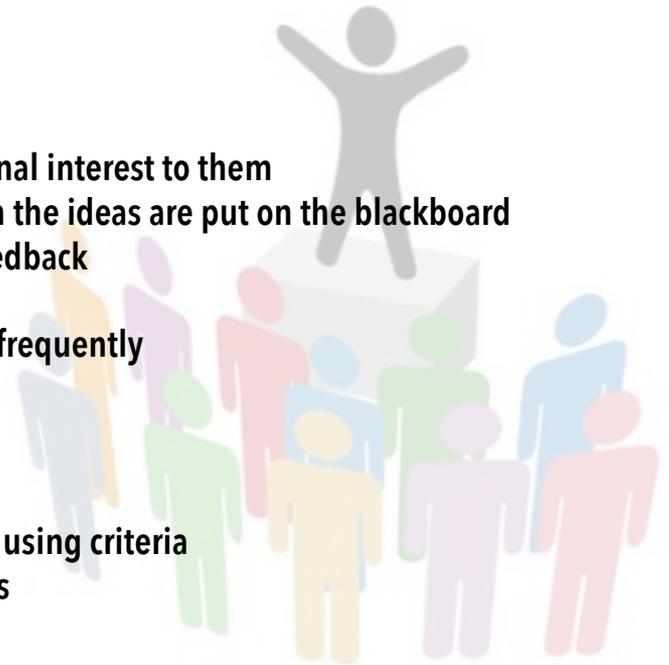
### Practicing and Preparation

- students should create cue cards
- practice speaking to small groups; seek peer feedback using criteria
- practice using an iPad or recording device to self-assess

## WEEK 5

### Final Practice

- classmates give students feedback
- students review criteria
- continue practice prior to final Class Speech Fest



**Hobbies**

**How to Play...**

**Kindness**

**Living in...**

**My Best School Years**

**My Family**

**My Favourite ...**

**My First Time on an Airplane**

**Parents**

**Respect**

**Teachers**

**The Greatest Invention Ever**

**The Hardest Thing I've Ever Done**

**What Bugs Me**

**Being Helpful**

**Being the Youngest/Middle/Eldest**

**Choosing the Right Pet**

**Chores**

**Computers**

**Coping with Brothers and Sisters**

**On Being Small**

**Doing Your Best**

**Friends**

**Having a Bad Day**

**Healthy Living**

**What I Like Most About...**

**What You need for a Perfect School!**

**When I Grow up**



**Money**  
**Asking for Help**  
**Being Canadian**  
**My Favourite...**  
**Being Helpful**  
**My First Time on an Airplane**  
**On Being Small**  
**Bullies**  
**Parents**  
**Censorship**  
**Peer Pressure**  
**Choosing the Right ....**  
**Chores**  
**Prejudice**  
**Computers**  
**Protecting the Environment**  
**Doing Your Best**  
**Respect**  
**Drugs**  
**Self Esteem**

**Fashion and Fads**  
**Superstitions**  
**Friends or Family**  
**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**



## Grades 1-3

- ✓ Speech length: No less than 75 seconds, no more than 2 minutes, 15 seconds

## Grades 4-5

- ✓ Speech length: No less than 3 minutes, no longer than 4 minutes

## Grades 6-7

- ✓ Speech length: No less than 4 minutes, no longer than 5 minutes



**Introduction:** This should be no more than 20 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.). **AVOID** saying "My speech is on..."

**Body:** This should be 45 to 90 seconds long

- **Develop sequence** your ideas and elaborate on the content of the speech
- **Use words** that you know and understand
- **Use sentence structures** that are natural to you

**Conclusion:** This should be about 20 seconds long.

- **Sum up** your speech
- **Summarize or restate** what you have told your audience in a few simple sentences
- **Leave the audience** with something to remember about your speech
- **Conclude with a statement** of a fact, a question, a quotation. **AVOID** "Thanks for listening to my speech" or "I hope you have enjoyed my speech."

**Introduction:** approximately 20-30 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 1.5-3 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 and 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."

- ✓ 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," "uhhs," 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!

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 dishonest and unfair.
- ✓ **Teach** the differences in quoting, paraphrasing, and summarizing.
- ✓ **Monitor** students at each step of the writing process

## Teaching Suggestion:

Discuss criteria for a “good speech” with your class. Design your own assessment tools for students to provide peer and self-evaluations.

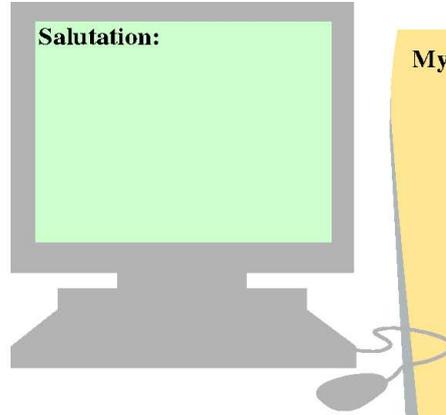
| CRITERIA                                     | Not Yet within Expectations   | Meets Expectations (Minimal Level)  | Fully Meets Expectations   | Exceeds Expectations  |
|--|---|---|--|---|
| <b>Clarity of Introduction &amp; Closure</b> | <i>No clear introduction or conclusion.<br/>Topic is not clear.</i>   | <i>Introduction or conclusion but not both.<br/>Topic may be clear</i>  | <i>Clear introduction and conclusion.<br/>Topic is clear.</i>  | <i>Introduction and conclusion capture the attention of audience.<br/>Topic is clearly articulated.</i>   |
| <b>Interest and Content</b>                  | <i>States few relevant ideas.<br/>Viewpoints are not effectively supported by evidence.</i>   | <i>States some relevant ideas.<br/>Viewpoints supported by some evidence, but somewhat limited.</i>   | <i>Provides focused, highly relevant supporting ideas.<br/>Viewpoints supported by evidence.</i>   | <i>Provides detailed, effective supporting ideas; impactful.<br/>Viewpoints supported by highly convincing evidence.</i>  |
| <b>Structure</b>                             | <i>Language choices may be limited.<br/>Inconsistent use of sentences, vocabulary, correct pronunciation<br/>Poorly sequenced or ordered.</i> | <i>Language may be simplistic.<br/>Some correct use of sentence structure, vocabulary and pronunciation.<br/>Some information is logically sequenced.</i> | <i>Language is clear with some variety and preciseness.<br/>Consistent use of sentences, vocabulary and correct pronunciation.<br/>Orders information logically.</i> | <i>Creates impact with sophisticated language.<br/>Sentence structure and vocabulary use are powerful.<br/>Main points are clear and organized effectively.</i> |
| <b>Delivery</b>                              | <i>Nervousness is obvious - has trouble recovering from mistakes.<br/>No eye contact with audience.<br/>Too quick or too slow.</i>            | <i>Use of volume, vocal control may be inconsistent.<br/>Seldom makes eye contact<br/>Sometimes uses pacing appropriately.</i>                            | <i>Speaks clearly, audibly, with some expression.<br/>Generally makes eye contact.<br/>Pacing is appropriate.</i>  | <i>Speaks clearly, fluently and expressively.<br/>Consistently has good eye contact.<br/>Pacing is used artistically and effectively.</i>                       |

| <b>DELIVERY:</b> How the speech is presented            | yes | no |
|---|-----|----|
| 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? |     |    |

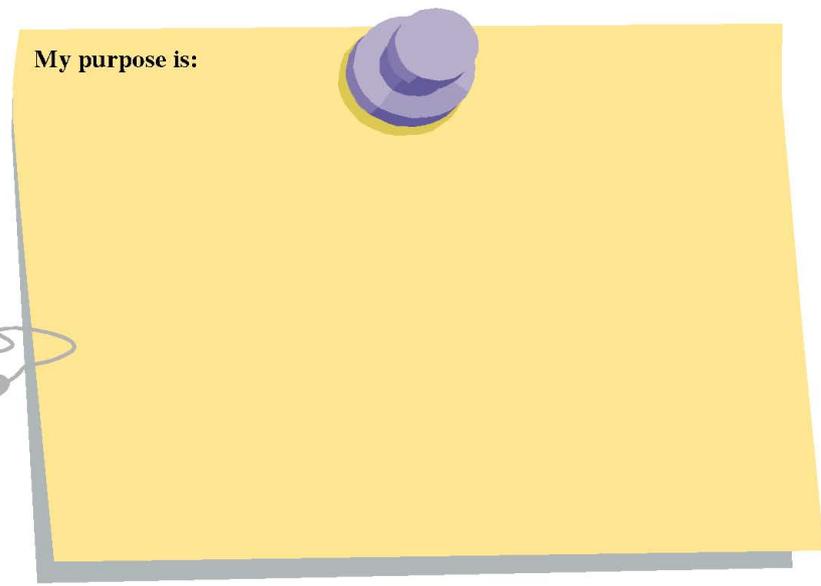
| <b>CONTENT:</b> What the speech is about                    | yes | no |
|---|-----|----|
| Do I have an appropriate salutation?                        |     |    |
| Can I get the attention of the audience?                    |     |    |
| Does my speech have a clear purpose?                        |     |    |
| 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:</b> How the speech is crafted                  | yes | no |
| 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?                    |     |    |

**Grades 1-7**

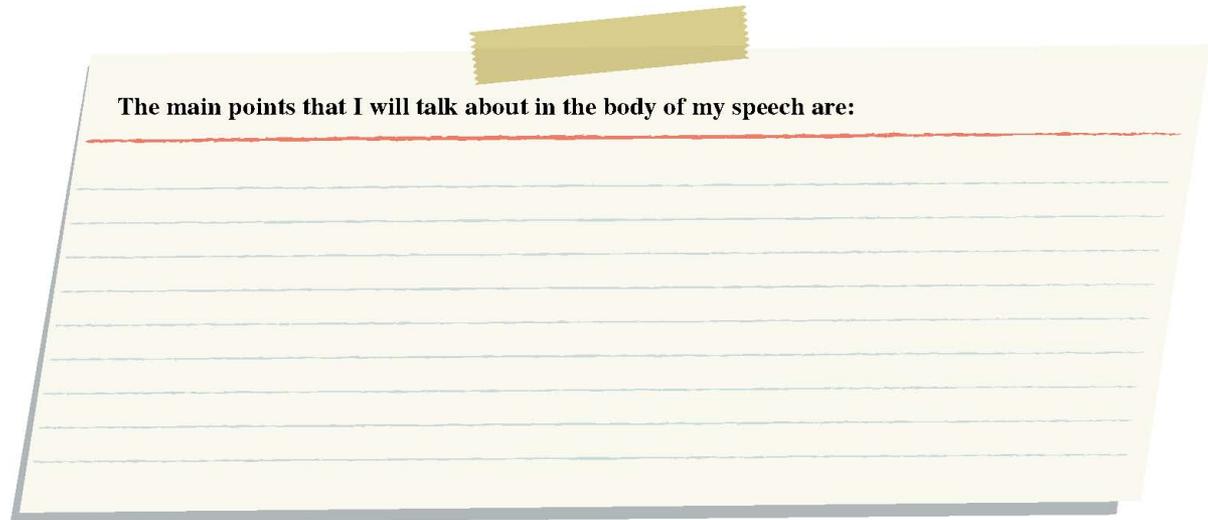
**GET STARTED**



**Salutation:**



**My purpose is:**



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