



Speaking and Listening Task Stage 3

In Term 2, all students in Stage 2 will be working towards developing their public speaking skills and confidence in front of an audience. We are asking all students to write a speech at home and present it to the class in Week 7. Three students from each class will be selected to represent their stage at our school Public Speaking Competition later in Term 2.

Included in this note you will find information about the speech topic, the duration of your child's speech and tips for public speaking. If you have any questions or concerns, please let us know.

Speech Information

- Due Date:

Week 7, Term 2 during class time. All students will need to be prepared with their speech by Friday 9 June.

- Speech topic:

There is no set topic for the speech. Some examples may be:

<p>Persuasion</p> <ul style="list-style-type: none">- If you could be an animal which one would you be? Why?- Choose your favourite food and convince the audience why we should eat it.- Books are better than TV. Why?- We should all protect the environment. Why?- Choose your favourite sport and convince the audience why we should play or follow it.	<p>Animals</p> <ul style="list-style-type: none">- A day in the life as a fly- What my dog is thinking- What would it be like if dinosaurs roamed the Earth?- My dream mythical creature for a pet would be...- How to care for your pets, the right way- What rights should animals have?	<p>Science</p> <ul style="list-style-type: none">- How do rainbows work?- What planet would I visit if I had my own rocket ship?- Why the sky is blue?- How are stars made?- Where do clouds come from?- What is outer space is like?- Why do the leaves on trees change colour in the Autumn?- What makes the Sun so bright?- Why do we have dreams when we sleep?- Why are eyes different colours?
<p>Family and Friends</p> <ul style="list-style-type: none">- Why my family is important to me- Funny things my parents say- Things that really happen at grandma's house when mum and dad aren't there- Let me tell you about my family- What my brother/sister really thinks of me	<p>Other Topics</p> <ul style="list-style-type: none">- If I was the Prime Minister of Australia...- If I were a character in a book/movie, I would be...- What happiness means to me.- How I care for the environment- Why friends are special?	

These are only suggestions, please feel free to choose your child's own idea.



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- Duration of speeches:

Speeches should be between 3- 3 ½ minutes in total. Please ensure your child does not exceed this time frame.

Tips to improve your speech

- Content – this needs to be age appropriate
- Introduction – this refers to the introduction or very first part of your speech and needs to **grab** the audience's attention – dare to be a bit different, **creative & original** but take care not to turn it into a skit/drama performance. You DO NOT need to say good morning/afternoon to the audience or introduce yourself.

Sustained Audience Engagement

- The teacher will be noting how the **audience**, particularly the student audience is responding.
- Make **eye** contact; use **facial expressions**.
- Project your **voice** and speak clearly; try to stay calm & not rush or you will 'throw away' your great & clever lines or even start to mumble; varying the tone & volume of your voice will make your speaking more interesting.
- Use **humour** to get the audience reacting, but take care not to overdo it.
- Have **small** palm cards, not sheets of paper – use these as cues to prompt the next idea you will talk about. If you just read, the audience will be bored as you can't give them your wonderful smile, your eye contact etc.
- Avoid making lists in your speech and avoid the use of phrases such as "and now I am going to tell you ..."
- **Avoid singing or reciting poems** as you will have changed your Public Speaking into a different type of performance – 1 or 2 very short quotes are OK.
- Texts should be **entertaining and informative**
- **Stay on the topic**
- Try different ways of ending your speech, you do not need to finish with a rhetorical question

Presentation

- Be **enthusiastic** – this can be contagious for the audience, so look excited, smile and be confident – *you can do it!*
- Be **prepared** - at home practice in front of the mirror, time your speech to check it is the right length, ask your family for hints or suggestions; or ask your teacher for help, so you are well prepared & have the **timing** right. BUT, take care not to be 'over rehearsed' as you will lose your natural freshness & spark.
- **Stance** – stand with your feet a little way apart so you look confident; feel free to move if you need to add a big gesture, but try not to sway, jiggle or stand stiff.
- **Gestures** – use these to emphasise a point, assist your humour or sustain the audience engagement - be comfortable with them so they look natural & spontaneous.
- **Gimmicks** such as "put your hand up if..." to the audience shouldn't be overused.

Conclusion – try to finish leaving the audience buzzing – be creative, original, funny. You DO NOT need to say *'thank you for listening'* or *'thank you for listening to my story'*.

Thank you for your support,

Miss Baillache and Miss Webb

Stage 3 Teachers



Stage 3

Talking and Listening Assessment

Criteria	Score/Mark				
	3	4-8	9-15	16-18	19-20
Creativity/ originality of introduction	Limited introduction using little or no creativity and originality	Basic introduction using little creativity and originality	Sound introduction using creativity and originality	Sequential and clear introduction using high levels of creativity and originality	Sequential and clear introduction using outstanding creativity and originality through a variety of language devices. e.g rhetorical questioning, onomatopoeia
Topic/Content	0-1	2-3	4-6	7-9	10
	Describes subject in limited or no detail	Describes subject in basic detail	Describes subject in sound detail	Describes subject in high detail	Describes subject in outstanding detail
Sustained audience engagement	0-3	4-8	9-15	16-18	19-20
	Rarely or never differentiates formal and informal language to match presentation	Differentiates formal and informal language to match presentation sometimes.	Differentiates formal and informal language to match presentation.	Differentiates formal and informal language to match presentation well	Differentiates formal and informal language to match presentation easily and well
Humour, audience response	Little or no regard for audience involvement and response	Minimal regard for audience involvement and response	Intermittent regard for audience involvement and response	Consistent regard for audience involvement and response	Constant regard for audience involvement and response.
Presentation	0-5	6-10	11-19	20-26	27-30
	Uses limited or no eye contact, body language and tone Supports point of view/story in limited detail Limited or no planning of presentation Speech is less than 2 min	Uses basic body language, eye contact and tone Supports point of view/story in basic detail Basic planning of presentation Speech is 2-2.59 min long	Uses intermittent eye contact body language and tone Supports point of view/story Plans presentation Speech is 3-3½ min long (1pt)	Uses regular eye contact, body language and tone well Supports point of view/story well Plans presentation well Speech is 3-3½ min long (1pt)	Uses fluid eye contact body, language and tone effectively and thoroughly Supports point of view/story very well Plans presentation very well Speech is 3 to 3½ min long (1pt) * Penalty if over 3½ min
Creativity/ originality of conclusion	0-3	4-8	9-15	16-18	19-20
	Limited conclusion using little or no creativity and originality	Basic conclusion using little creativity and originality	Sound conclusion using creativity and originality	Sequential and summative conclusion using more creativity and originality	Outstanding conclusion using creativity and originality very well

