**Prepared Speeches**

- Speeches will be timed by the chairperson and times will be recorded so students are encouraged to stick within their time guidelines.
- Students will receive one warning bell with 30 seconds to go as well as a continuous bell when their time is up.
- Students may be penalised if they exceed their speeches by more than 30 seconds, so they must be prepared to wrap up their speeches when they hear the warning bell.
- **Strictly NO microphones are to be used for the competition** as this competition aims to display the natural abilities and skills of the speaker.
- Prepared speeches should be original and not recycled multicultural competition speeches or debating topics as many of the adjudicators have heard these speeches before.
- Speeches should reflect a topic that the students are passionate about. Stage 2 and 3 should choose a topic that they are interested about which also encompasses a wider concept (local/global).

**Times for Prepared Speeches**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Minute</td>
<td>2 Minutes</td>
<td>3 Minutes</td>
<td>4 Minutes</td>
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</tbody>
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**Some Useful Hints for Prepared Speeches**

- An interesting beginning to the speech should grab the attention of the audience and set the tone for the rest of the speech.
- Speakers should have a strong and obvious close to the speech that ties all ideas together and leaves a lasting impression.
- There should be interesting ideas and appropriate language for the age and maturity of the child in the main body of the speech. Some facts, examples, quotes and opinions should be included here.
- Delivery should be natural without an abundance of hand gestures or dramatic movements.
- Speakers should use a clear, confident voice that is easy for the audience to hear.
- Speeches should be delivered with a smile and a real interest in the topic being delivered.
- All students MUST use palm cards that are made from thin CARDBOARD. They must be numbered and no bigger than the child’s hand. The student should refer to them for cues but NOT READ from them. Palm cards may only encompass a few words or pictures or have more detailed cues. Ensure the cards to suit the needs of the student.
- The use of a mind map may help brainstorming about the topic to get the ideas flowing. Ideas can then be expanded upon to ‘flesh out’ the speech.
- The speaker should not say “Good morning” etc. The opening statement should be the actual beginning of the speech.
- Speakers should not finish their speeches with words such as “the end” or “thank you”. They should make sure the final statement is strong and obvious.

**Ways to Structure Speeches**

- **Chronological** – Order things according to time.
- Centred on questions – begin by posing questions about the topic and answer these as the speech unfolds.
- Ascending/Descending order – The most important or most difficult points first and then the other points in order.
- Pose a problem and use the main body of the speech to solve it.
- Pose the problem, explain its cause and severity and then present one or two possible solutions.
- PLG – Organise your speech by looking at the main idea from a Personal, Local and Global perspective.
- Spatial – Use a central idea and present a series of verbal pictures or images about it which the speaker may have put in visual form in a speech plan.
- Journey – Take the listener on an oral journey by mapping points or ideas.

**Manner, Matter and Method**

The three aspects of manner, matter and method need to be considered in constructing and presenting prepared speeches.

**Manner** refers to the presentation of the speech.

- The key to good manner is to be natural.
- Acting, singing, dancing and props are not allowed. Public speaking is not drama.
- Manner includes:

  **Eye contact**
  Speakers should look at the whole audience by focusing on parts of the audience for a short period of time.

  **Stance**
  Speakers should be comfortable but should not do anything that distracts from what they are saying.

  **Voice**
  Speakers should modulate tone, expression, volume and speed without appearing unnatural. They should not force out their words or yell at the audience.

  **Gesture**
  If a speaker has to think about gesturing, then they should not be doing it. Gestures should be natural, not planned.

  **Palm cards**
  Speakers should use palm cards not pieces of paper. They always should be used but as little as possible should be written on them. The maximum size of the card should be the size of the palm. If palm cards are too large they will inhibit the use of the hands.

  **Microphones**
  Microphones can inhibit the speaker’s delivery of the speech. **They are not to be used.**

  **Speakers should not read their speeches, they should deliver them.**
**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 the message across’. Planning this section carefully is very important so that the speech sounds convincing and spontaneous.

A commendable speech will avoid using lists and repeating ideas.

**Hints for impromptu speeches**
- Brainstorm the topic
- Choose ONE idea from your brainstorming session and develop this further
- Encompass a wider concept (local-national-global)
- Deliver the speech with a clear message
- Decide starting and finishing points (open and close strongly)
- State the reason for speaking on the subject
- Speaking about personal experiences will provide confidence and reassurance
- Don’t try to cover too much

There is no formula. Good speeches have a purpose, are sincere, well-balanced and original.

**Structures and plans for an impromptu speech**
1. **Chronological**—order things according to time
2. **Question-centric**—begin by posing questions about the topic and answer these as the speech unfolds
3. **Ascending/Descending order**—the most important or most difficult point first and then any remaining points to follow
4. **Problem solving**—pose a problem and use the main body of the speech to solve it or, pose a problem, explain its cause and severity and then present one or two plausible solutions
5. **PLG**—organise your speech by looking at the main idea from a Personal, Local & Global perspective
6. **Journey**—take the audience on an oral journey by mapping points or ideas
7. **The PRES Plan**
   - Make a **Point** with a confident opening line such as ‘I believe that...’ or ‘I think we should...’
   - State the **Reason** starting with words such as ‘This is because...’ or ‘The reason I say this is...’
   - Give an **Example** in the form of a story. A good lead in phrase might be ‘Just the other day...’ or ‘A good example of this was reported in the paper only recently.’
   - Include a **Summary** of your point. This reinforces your opening and gives a very clear and confident conclusion. You could start with ‘So you’ll see, that’s why I said...’
8. **The Past Present Future Plan**—this three-step plan has the speaker talking about what the subject was like years ago, the situation now and some speculation on what it might be like in the **future**
   - Step 1 ‘In the past...’
   - Step 2 ‘Today, the situation is very different...’
   - Step 3 ‘In the future, I believe we will see...’

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**Matter** refers to the material in the speech.
Speeches should be as original as possible. Whilst the support of parents and teachers is encouraged, students should always write their own speeches. Each speech should have a message or a point of view.
This is what distinguishes speeches from information reports.
Speakers should choose a topic that they feel very strongly about so that they can speak with sincerity.
They should also choose a topic that would be of interest to the rest of the audience.

| Early Stage One and Stage One | Students can choose simple topics such as pets, holidays, family members, etc. |
| Stage Two | Students should be encouraged to talk about other people in relation to their topic. Their entire speech should not just be about themselves. |
| Stage Three | Students should be encouraged to speak about an issue or problem in society such as the environment, war, poverty, etc. They should be talking about other people and the world in general for their entire speech. |

Each speech must have an overall point or message. Speakers should incorporate their own point of view so that their speech does not become an information report. The speaker should make his/her opinion clear and they should leave the audience with something to think about.

| Early Stage One and Stage One | The message can be simple with some uncomplicated justifications. |
| Stage Two | Speakers should be encouraged to justify their opinions. |
| Stage Three | Speakers’ messages should be profound and justified. |

**Arguments**—Speakers should support their opinions with several reasons and ideas. Their arguments should be logical and well-explained.

**Examples**—Speakers should support and prove their arguments and ideas with examples. An example in public speaking refers to people, places and events that have happened in the real world and that have been reported. Speakers should be taught the **Five R’s** that make a good example: Real, Reported, Recent, Reasonable and Relevant.

**Method** refers to the structure of a speech.

- **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 well-structured speech will avoid:
- A long drawn out introduction
- Theatrical gestures and singing
- Using phrases such as ‘Today I’m going to talk about...’ ‘The subject of my speech is...’ ‘The definition of...’ ‘My name is...’ ‘Good morning...’ etc.
Manner (the presentation of the speech)
- A speaker’s manner should be natural and conversational.
- Exaggerated gestures, exaggerated use of voice, over-acting and the like should be discouraged in favour of a sincere, down-to-earth manner.
- With that in mind, it is still important that speakers develop their own individual style. Some speakers will come across more serious than others, some will be more entertaining and light-hearted.
- Speakers must not use props, and should not act out scenes or sing no matter how good at it they are.
- Eye contact with the audience should be maintained as much as possible. However, the best speeches are generally not learnt off by heart and robotically recited, but rather require the speaker to glance at his or her palm cards occasionally.
- Good speakers will occasionally stumble or say ‘um’. This is preferable to speeches which are at the one extreme entirely read or at the other over-rehearsed. The competition is very much a learning exercise for primary-aged speakers, and learners stumble from time to time.
- A speaker’s body language should again be natural and easy, which means hand gestures in moderation, a comfortable stance, and the occasional step.
- Speakers’ voices should be relaxed and expressive without being exaggerated.

Matter (the material in the speech)
- The best speeches usually have a strong point of view and a clear direction. All good speeches have a purpose in mind.
- The best speeches are balanced. This means a balance between personal perspective and a broader world-view, between rhetorical device and cold hard facts, and between humour and sincerity. A speech which is entirely personal is not a successful one, and nor is a speech which is essentially an information report. A simple tip would be to begin with a personal story and then broaden out to look at an issue in the community or the country, but remember that this won’t work for every speech.
- Finally, good speeches are unique and striking. They should be original and catch the audience’s attention by presenting them with something they haven’t seen before.
- In Stage 2 speakers should be encouraged to justify their opinion.
- In Stage 3 their message should be profound and also justified.
- Examples-speakers should support and prove their arguments and ideas with examples. An example in public speaking refers to people, places and events that have happened in the real world and that have been reported. Speakers should be taught the FIVE R’s that make a good example:
  - Real
  - Reported
  - Recent
  - Reasonable
  - Relevant

Method (the structure of a speech)
- Speeches need to have a clear introduction, middle, and conclusion.
- Good introductions are unique and give the audience a sense of the speaker’s theme without being boringly explicit. “My name is_ and today I’m here to talk about_” is a very dull beginning, as is anything equally pro forma. Speakers might try beginning with a question, an anecdote, or for more serious speeches, a bold and striking statement.
- The middle of the speech should contain 3 or 4 separate, coherent ideas arranged so as to improve the flow of the speech, for example by moving from arguments on a personal scale to a look at a global issue, or from a look at the past to where we are heading in the future. Each idea should be given a reasonable amount of time. A simple list of every idea related to the topic is not a useful way to structure this middle section.
- Good conclusions are memorable, effective and original, avoiding pro forma clichés like “I hope you have enjoyed listening to my speech”. Speakers should also avoid thanking the audience and opt for a strong final statement of their message as their last words.
- Finally, it’s important to time the speech properly. Roughly speaking, they should be wrapping up their final idea when the first bell rings, and finishing off their conclusion when the two bells ring. Speakers should never reach the continuous bell that comes one minute after the official speaking time has ended.