



Grose View Public School

~ *A future focused school* ~



Education
Public Schools

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7 August 2023

Dear Parents/Carers

HAWKESBURY DISTRICT PUBLIC SPEAKING CHALLENGE

As part of their studies, students in Stage 2 are required to demonstrate their communication skills in a variety of formats. Included with their homework, each student will be required to prepare a speech on one of the below topics. Speakers will need to aim to speak for 3 minutes, with each speaker graded on content, sequencing of ideas, timing, and performance. Please see the reverse of this sheet for the marking criteria that will be used.

The top three students as selected by their class teacher will be chosen for the Stage 2 school final that will take place in Week 9. The use of palm cards is encouraged, with speeches written neatly or typed on hand sized pieces of paper or cardboard. Please speak with your class teacher if you have any further questions or assistance is required.

Years 3 & 4 Topics
Celebrations that are significant to all Australians.
Events that shaped the Hawkesbury.
How an explorer changed the world.
What is Country?
Colonisation - Settlement or Invasion.
What is important in our environment?
What makes the Hawkesbury area special?
The importance of digital systems.
How do we communicate?
My home the Hawkesbury.

Due Date: Students will be expected to present their speeches at some point during Week 8, beginning 4 September.

Yours sincerely

Mrs Heidi Lavender
R/Assistant Principal



STAGE 2 PUBLIC SPEAKING OVERVIEW

Each year, our students are expected to participate in the Hawkesbury District Public Speaking Challenge at a school level as part of their learning. With the support of the class teacher and parents/carers, all students will present a short speech to cover the relevant NSW K-10 English Syllabus speaking and listening outcomes. Please see below for a snapshot of the Stage 2 outcomes teachers refer to when grading students.

Speaking opportunities allow students to identify the effect of purpose, audience and culture on spoken texts, identifying common organisational patterns and language features of some spoken texts.

EN2-1A – communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

- use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of every day and learned vocabulary and appropriate tone, pace, pitch and volume
- use information to support and elaborate on a point of view
- interact effectively in groups or pairs, adopting a range of roles

EN2-6B – identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features

- listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
- plan and deliver short presentations, providing some key details in logical sequence
- enhance presentations by using some basic oral presentation strategies, e.g. using notes as prompts

EN2-11D – responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

- identify the point of view in a text and suggest alternative points of view
- discuss literary experiences with others, sharing responses and expressing a point of view
- justify personal opinions by citing evidence, negotiating with others and recognising opinions presented
- respond to and appreciate how Dreaming stories form part of an oral tradition for Aboriginal and Torres Strait Islander peoples

STAGE 2 PUBLIC SPEAKING GUIDE

Please use the 'Public Speaking Record Sheet' below to guide the planning and structure of your speech. If you have any questions please speak to the class teacher.



Stage 2 Public Speaking Record Sheet

Name _____

Date _____

Topic _____

<p>Contents: The information in your speech</p> <p style="text-align: center;">low high</p> <ul style="list-style-type: none"> • Explaining the intention and purpose of your speech <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Giving details of many aspects of your topic <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Using good quality language and vocabulary <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Showing originality and fresh ideas <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Choosing a topic that the audience can relate to <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Mostly using your own ideas, not all copied text <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	Your score	Possible Score 30
<p>Performance: Body language and the way you involve the audience</p> <ul style="list-style-type: none"> • Confident body language and standing comfortably <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Not looking at notes too often <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Making eye contact and looking around at your audience <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Using dramatic skills to interest the audience <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Using your hands to express yourself <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Showing the audience that you enjoy speaking to them .. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	Your score	Possible Score 30
<p>Sequence: The organisation of your information</p> <ul style="list-style-type: none"> • Having an interesting opening..... <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Grouping information in a logical order <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Having a clear beginning, middle and end <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Having an ending that sums up your talk <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	Your score	Possible Score 20
<p>Voice: Your voice level and quality</p> <ul style="list-style-type: none"> • Speaking loud enough and to everyone in the room <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> • Using your voice to keep the audience interested <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	Your score	Possible Score 10
<p>Time: How well you keep the time of 3 minutes</p> <ul style="list-style-type: none"> • Your speaking time was _____ • Speaking for 2 min 50 secs to 3 min 10 secs gives you the full 10 points • Every 10 seconds (or part of 10 seconds) shorter or longer loses you 1 point 	Your score	Possible Score 10
Totals	Your score	Possible Score 100

Thank you for your talk