



Grose View Public School

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7 August 2023

Dear Parents/Carers

HAWKESBURY DISTRICT PUBLIC SPEAKING CHALLENGE

As part of their studies, students in Stage 3 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 4 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 3 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 5 & 6 Topics
How immigration changed Australia.
People who shaped our nation.
Everyone has a right to vote.
The importance of federation.
How should we celebrate our First Nations people?
The challenges facing our environment.
What is our biggest environmental mistake?
Sustainability, our future.
The influence of the internet.
The Hawkesbury growth or over development?

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



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STAGE 3 PUBLIC SPEAKING OVERVIEW

Each year, our students are expected to participate in the Hawkesbury District Public Speaking Challenge 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 3 outcomes teachers refer to when grading students.

Speaking opportunities allow students to express well-developed and well-organised ideas and respond constructively to opinions which may not be the same as their own. Students consider language choices to entertain, inform and persuade audiences for a range of purposes. They collaborate with others to deliver effective presentations.

EN3-1A – communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
- use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

EN3-5B – discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

- identify and use a variety of strategies to present information and opinions across a range of texts

EN3-8D – identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

- consider how texts about local events and issues in the media are presented to engage the reader or viewer
- make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
- explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life

STAGE 3 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 3 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 4 minutes</p> <ul style="list-style-type: none"> • Your speaking time was _____ • Speaking for 3min 50 secs to 4 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