

## GUIDELINES TO WORK OUT SPEECHES IN AFRIKAANS AND ENGLISH

<b><u>Oral speeches/public speaking</u></b>
<b>ITEM FOR ADJUDICATING</b>
<b>ORGANIZATION/LAYOUT</b> <u>Introduction:</u> Is it effective, strong and creative?
<u>Ending:</u> Is the conclusion strong and creative?
<u>Structure:</u> Is there a logical progression and building up of content?
<b>DEBATABLE CONTENT</b> <u>Supporting material:</u> Are the sources relevant? The quality of examples is important.
<u>Context:</u> It needs to be sufficient and creative.
Logical flow between research point made and statement and needs to be in balance.
<b>PRESENTATION</b> Posture, attitude, confidence and appearance make an impact.
Natural conversation style, hand and facial gestures may be used, but not in front of the face.
<u>Voice:</u> Is it clear and natural?
Eye contact with the audience is important. How are the cue cards being handled? Does the learner use it to refer to does the learner read from the cue cards?
<b>LANGUAGE</b> Word choices are important.
Creative use of language needs to be used.
<b>HAVE THE TEACHER AND LEARNERS IN CLASS BEEN CONVINCED?</b>
<b>DID THE SPEAKER IMPRESS THE LEARNERS IN CLASS AND THE TEACHER?</b>

### Public Speaking/Oral speeches:

#### 1. The benefits

- Learners gain a big boost in confidence
- It builds character
- It helps you to find a voice and opinion of your own
- It develops communication skills and does wonders in the working world
- Topic research broadens general knowledge

#### 2. Theme/Topic:

- The topic/theme must be debatable
- The speaker must convince the audience of their opinion/feeling towards the topic when public speaking takes place. I.e. *Sport in schools is just as important as academics.* Y/N
- For class purposes we tend to give a general topic that the learners discuss and Do not debate. This is called an information speech.

#### 3. Cards:

- Cue cards are allowed and used even in the business world.
- During speeches marks are allocated for proper use of cards.
- These cards may contain every single word of the speech.
- Foundation Phase learners can draw pictures instead of words.
- TIPS: Hold cards in one hand to have the other free for gestures. Hold them just high enough to be able to glance at the words without looking down and losing contact with your audience, but not so high that it covers your face.
- SIZE: Gr1-3 can use half an A4 in order to have space for big writing or pictures. Gr4-7 must use A6 which is a standard cue card size.

#### 5. Introduction:

- It demands the attention of the audience
- Fun, different, energetic, playful
- Use sounds, songs, poems and quotes
- Not too long

#### 6. Statement:

- For the introduction make a clear statement telling the audience what your main opinion/feeling is towards the theme/topic.
- E.g. "Ladies and Gentleman I think/believe/say... ice-cream must be added to the starter menu."
- State clearly what your opinion is before moving into the body where you will then convince your audience.
- A brief prequel of your three points that you will be discussing in the body of the speech creates a stronger structure.

#### 7. The body/main part

- Every speech should have at least 3 clear parts/statements/points.
- Each point must be clearly stated and discussed on its own, but must form part of the main idea and debate
- Each part must include the speaker's own opinion gathered from life experience, information from research done and must end in a conclusion about the point made
- Introduce each point creatively
- Research must be done to strengthen the speaker's own opinion. It is important that the learners state where they found the facts that they gave in the speech.
- The three things are: a place (book, internet, papers, TV source), a person (actual, who said it) and a date of where it was seen, heard or read.
- Only in Foundation Phase can research include their parents and their teachers. "My mother read to me from a book . . . written by . . ."
- Each point/part must have research, extra body filled with information gathered from own experience and own life and then concluded before jumping onto the next point.

#### 8. The bow:

- Once the main points have been made it is wise to tie it all together.
- Do a short recap/conclusion of your 3 main parts to make sure that the audience heard and understood, but also that they get a second chance to think about the points you've made.
- Here you also state your personal feeling again.

#### 9. The end:

- The end completes the speech
- Using your introduction bring the speech to a full circle ending and tie it in with the introduction.
- The ending must be creative and leave the audience wanting more.

#### 10. The magic and some fun facts:

- Wait 3 seconds before breaking the focus after the speech.
- Don't say 'Thank you'.
- Know your speech in order to add personality.
- Use hand gestures and facial expressions to bring the words to life.
- Silence is golden – don't rush and breathe if you need to.
- Enjoy and believe what you say or change what you say.
- Official times: Gr1-3: 2-4 minutes; Gr4-5: 3-5 minutes; Gr 6-7: 4-6 minutes.
- Class times will be made more realistic.