



School Information for
Oral Communications Festival &
HWDSBspeaks

2017 - 2018

Junior & Intermediate Divisions

Family of Schools 1 Convenor – Sandra Chow

Family of Schools 2 Convenor – Stewart MacNeil & Kathryn Hayes Waldhuber

Family of Schools 3 Convenor - Terry John Rooth

Family of Schools 4 Convenor - Kelly Maudsley

Family of Schools 5 Convenor - Laura White

Board Convenor – Christine Nichol Skirrow

Revised December 2017

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Quick Reference Sheet – Important Dates



What?	When?	✓ Completed
Email Family Of School Convenor to acknowledge school participation	Deadline January 31st, 2018	
Select a deadline for in class speech competitions	ASAP to ensure ample preparation time for staff and students	
Select a date for school competition	Competition must be before March 8th, 2018	
Submit a copy of winning speech(es) to TurnItIn	ASAP after winning speech is determined	
Email a copy of winning speech(es) to Family Of School convenor along with names of School winners and the division they represent	Deadline March 10, 2018	

School Information

I. Levels of Participation

Participation will be at five levels:

1. **Classroom**planned by principal and teachers
2. **School**planned by principal and teachers
3. **Family of Schools**...planned by Family of Schools' convenor
4. **Board Level**planned by the board convenor
5. **HWDSBspeaks**planned by the board convenor

II. Planning

Classroom

- Principals may decide for their own schools the date by which the classroom finals must be completed, using the information and rules below.
- Options for participation: By class
Co-curricular group

School

- The first place winner for each division will move on to compete at their Family of Schools' Competition.
- The school final should be completed by **March 8th, 2018**
- An electronic copy of the winning speech with the winner's name, division and school should be emailed to their Family of Schools' convenor by **March 10th, 2018**.
- **Please Note: Senior Public schools will send one first place junior winner from all their grade six classes and one first place intermediate winner from all their grade seven and grade eight classes combined.**

Family of Schools

- The Family of Schools convenor is requested to plan an Oral Communications Festival for their family of schools.
- **First and second place winner** from each division, Junior and Intermediate, to the Board Level finals.
- Individual Family of Schools dates have been determined by the convenors:

Family of Schools	Date	Location	Convenor
Family of Schools 1	April 19th, 2018	Janet Lee	Sandra Chow
Family of Schools 2	April 11th, 2018	Templemead	Kathryn Hayes Waldhuber
Family of Schools 3	April 20th, 2018	Norwood	Terry John Rooth
Family of Schools 4	April 19th, 2018	A.M. Cunningham	Kelly Maudsley
Family of Schools 5	April 10th, 2018	Cathy Wever	Laura White

Board Level

- The Board Level final takes place on **May 9th, 2018 at Education Centre.**
- The Junior competition will start at **9:00 a.m.** The competitors (10 in total) need to arrive by **8:30**. The Intermediate competition will start at **12:30**. The competitors (10 in total) need to arrive by **12:00**.

HWDSBspeaks

- All those participants at the board level competition will be invited back to the Education Centre on May 15th, 2018 for a full day to transform their speech by adding gestures, slides into a talk which will be captured in a video using a green screen and the Touchcast app.

III. Locations:

- Each Family of Schools Convenor choose a host school site for their Competition.

Family of Schools	Date	Location	Convenor
Family of Schools 1	April 19th, 2018	Janet Lee	Sandra Chow
Family of Schools 2	April 11th, 2018	Templemead	Kathryn Hayes Waldhuber
Family of Schools 3	April 20th, 2018	Norwood	Terry John Rooth
Family of Schools 4	April 19th, 2018	AM Cunningham	Kelly Maudsley
Family of Schools 5	April 10th, 2018	Cathy Wever	Laura White

- The site for the Board Level Competition and HWDSBspeaks is **HWDSB Education Centre (20 Education Court, Hamilton).**

IV. CERTIFICATES AND PRIZES:

School

- Certificates of Participation templates will be sent to participating schools via the school contact. Prizes are to be decided by the Principal and Teachers. These are to be funded by the school.

Family of Schools

- Family of Schools finalists will receive the following:
 - Medallions for first, second and third place winners.
 - All finalists will receive a certificate of participation from HWDSB for the Family of School finals.

Board Level

- Board finalists will receive the following:
 - Individual plaques for first, second and third place winners.
 - All finalists will receive a certificate of participation from HWDSB for the Board finals.
 - The Board plaque will go the school of the 1st place winner.

V. Rules Summary:

Speech Content:

- The contents should be informative and must be the work of the contestant. Some element of research; e.g., 10% must be reflected in the prepared speech; however, it must not be a verbatim copy of some other work. Information sources might be the Internet, books, media or people.
The classroom teacher is responsible for ensuring each speech is original and not plagiarized.
- To verify that all speeches are authentic student work, each school contact will need an electronic form (word, rtf or pdf) of the speech for review through TurnItIn.
- The file name for each speech needs to include the student's name, the title of the speech and the name of the school.
- To do this:
 - Rename the file with the name of the student
 - Go to home.hwdsb.on.ca
 - Select "I am a staff member" and click on "The Hub"
 - Beside "My home" drop the list down and select Oral Communication Festival
 - Go to your name and select drop down arrow - change to "View as a student"
 - Click on the "Submit Speech Here"
 - Click "add file" and upload your file - > click submit
 - To view a video of this process, please use this link (note that the link is case sensitive): <http://bit.ly/OralCommFest>
 - Also your board or Family of Schools convenor can also assist with this.



Length of Speech:

- Junior Level: 2 to 4 minutes (Grades 4 – 6 ONLY)
- Intermediate Level: 3 to 5 minutes (Grades 7 – 8 ONLY)

Speeches that are significantly longer (eg. 30 seconds) than the maximum time or significantly shorter (eg. 30 seconds) than the minimum time will receive a penalty of -5 points from the speaker's total score.

VI. Questions:

- Questioners will ask three questions of the participants (see also: Guidelines for Questioners). The questions will be written by a committee and read by a questioner.
- Please note on the judging rubric, used at the board and family of schools competition, the question component of the rubric reflects 12 out of a total of 60 points. (20% of the score)

VII. Audio-visual Aids:

- Microphones and lecterns may be used.
- Visual aids of any kind are not permitted.

VIII. Judges:

School Level:

- Each school is responsible for selecting its own judges at this level.
- It is recommended that there be a minimum of **three** judges and one questioner/timer.
- The judges and questioner should be familiar with the information (Delivery of Speech, Responding to Questioning) found in this booklet as well as the judging rubric prior to the date of the school Festival.
- This is particularly important for the questioner. It is advisable that the teachers, judges and questioner be familiar with the criteria on the Judge's score sheet. It is the responsibility of the school committee to ensure that all three levels of questions are addressed.

Family of Schools Level:

- The Board Convenor is responsible for selecting 3 judges, and a questioner/timer for competition at this level.
- The judges and questioner should be familiar with the information found in this booklet prior to the date of the Festival. This is particularly important for the questioner. It is advisable that the judges and questioner be familiar with the criteria on the judging rubric. It is the responsibility of the Family of Schools Convenor to ensure that all three levels of questions are addressed.

Board Level:

- The Board Convenor will be responsible for selecting the judges and the questioner.
- The judges and questioner should be familiar with the information found in this booklet prior to the date of the Festival. This is particularly important for the questioner. It is advisable that the judges and questioner be familiar with the criteria on the judging rubric. It is the responsibility of the Board Convenor to

ensure that all three levels of questions are addressed.

IX. Scoring Rubrics:

Classroom:

- Option 1 – use levels one to four to score students holistically.
- Option 2 – when there are multiple students scoring with the same range, use the rubric numbers to determine an exact score out of 60.

Family of Schools & Board Level:

- Judges will use the numbers in each of the four categories on the rubric to determine an exact score out of 60.

Tip: Photocopy the two-page scoring rubric onto one ledger-sized sheet

Are you ready to make a speech?

How to pick a topic

It is important that you keep the following points in mind:

- Who is your audience?
- What could be appealing to the audience?
- How much do they know about your subject?

Consider any of the following ideas:

- Use your own personal experience to tell about something
- Choose a topic you find interesting and are wondering about
- Interview a person who is of interest to you.
- Relate a current or historic issue in which you have an interest, using a variety of informative sources.
- Share a topic you feel passionate, excited and/or concerned about.
- Discuss a topic of social importance to you, your community or the larger global community.

Planning

- Gather lots of information. Use resources such as library books, reference books, newspapers, the internet, museum, people and other media. Then choose special ideas that your audience would like to hear about. Remember, your speech **should be informative, original and show some evidence of research.**

- Break your speech into three parts: an introduction, the body of the speech and the closing.

Introduction:

- Be aware of your audience. Acknowledge them in your introduction. An audience makes up its mind very quickly. Once the mood is set, it is difficult to change it, which is why introductions are important. Within the first few sentences of your speech, it should be very clear to the audience what the focus/topic is. It is not advisable to say, “Today, I am going to talk to you about...” or “My speech is about...” Try to be creative! Capture your audience’s attention.

Main Body of the Speech:

- Decide what you are trying to do; tell a story, convince people that you have a great idea, inspire people with tales of courage or loyalty, give special instructions or share information of interest to people.
- Select your information critically and creatively to best support your topic.
- Organize the contents in a logical, sequential, and meaningful order. Use your own words.
- Try to engage your audience.

Summation:

- The ending does not present any new information; however, it should reflect the overall key ideas of your speech and be memorable.

Special Points:

- Set the main points down on small index cards, but remember, an audience loses touch with the speaker when he/she is constantly checking his/her notes. It is helpful to memorize the beginning and ending. Know your topic well and just talk to the audience. An audience won’t know about your spelling, but they will know if you mispronounce words or use them incorrectly.
- Look at your audience. Remember to smile at your audience (unless your

speech is very serious). A little humour can add to the effectiveness of delivery, but it is a speech, **not an act**.

- Most speakers have stage fright. There is no cure for this. In fact, it usually helps the speaker.
- At the conclusion, smile at the audience, stand back, and wait for the applause and the questions.

Guidelines for Questioners

Types of Questions:

Questions can fall into the following categories:

1. Cognitive Memory Questions;

This type of question asks the student to supply a specific fact or detail that should be known from the research indicated in the speech.

“What is the Theory of Quantum Mechanics?”

“What do Rosa Parks and Billy Jean King from the United States and Malala Yousafzai from Pakistan all have in common?”

2. Closed Schedule Questions;

This type of question seeks a particular answer (or answers) but allows the student a variety of routes in answering.

“What does a theoretical physicist do?”

“You stated that Malala’s story is close to your heart. What makes her story so important to you?”

3. Open-ended Questions;

This type of question encourages the student to think along newlines – a “correct” answer is not possible – the student extrapolates or infers from known material. Sometimes this type of question will ask a student to evaluate, give an opinion or make a judgment with **supporting evidence**.

“How do you believe the study of Quantum Electrodynamics will make the world a better place?”

“What particular equality issues in Hamilton could a young person like yourself get involved in to make a difference in our community?”

Writing the Questions:

- In order for quality questions to be written, the family of school's convenor must receive the student speeches well in advance of the competition. The Convenor (school, family of schools, board level) of the event should forward the speeches to the question writing team. The question writing team and the questioner then has the opportunity to frame questions that will be appropriate and suitable as well as consistent among all speakers. **Once the speech has been submitted, no changes to the speech should be made.** Questions will be formulated based on the submitted speech.

Advice to Questioners:

1. It is important that the questioner puts the student (especially a younger one) at ease. Therefore, it is suggested that a positive comment on the speech be made as a preface to at least the first question.
2. Three questions are asked in order to allow the student sufficient scope to display his/her language thinking ability.
3. Consider the types of questions you should ask:
 - a) Ask one Cognitive Memory, one Closed Schedule and one Open-Ended question.
 - b) Avoid any question that the student can answer with a YES/NO response.
 - c) Incorporate reference to the research in at least one question.
4. The phrasing of the question is particularly important:
 - a) Be brief, direct and to the point – long prefaces and convoluted phrasing only confuse the student.
 - b) Two-part questions are often difficult for students, particularly younger ones, to answer. If you feel both parts of the question are absolutely vital, break them into two separate questions.
5. Organizational needs:
 - a) The questioner should be seated at a desk, positioned so that the student speakers can easily see them and hear the questions.

Considerations for Writing Speech

- The criteria for the scoring rubric reflect the achievement chart and expectations in the Ontario Language Curriculum document and are to be used by the judges.
<http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf>
- A student may choose to memorize only the beginning and ending of their speech. They may glance at cue cards for key points. This is quite appropriate. However, an over dependence on cue cards, resulting in long pauses, is not acceptable.

Organization of Speech

- introduction catches the audience's attention; challenges the audience to listen; leads smoothly to the main content; is not too long; and is relevant to the topic
- audience can clearly understand the subject of the speech
- topic is defined enough to be comprehensive
- body of information is easy for the listener to follow
- sequential flow of content – logical, convincing, amusing
- topic is clearly focused and information is pertinent
- information and ideas lead to a climax
- ending is a clear summary – challenges, ends on a strong, positive note ("Thank you" weakens the ending.)

Content

- suitable choice of topic – consideration for age of speaker, nature of audience
- expressive language is appropriate for the age of the speaker
- content is in the student's own words, simple and direct
- technical words are defined. These should be kept to a minimum unless relevant to the speech
- appropriate material – relevant to the topic and age of the speaker
- effective use of similes, metaphors, descriptive phrases
- originality and creativity in language usage and ideas presented
- content language appears as an interesting conversation, not a formal report, with suitable language usage

Information

- evidence of research. (Only to comprise 10% of the entire speech)
- relevant research
- research is effectively utilized to illustrate ideas
- student demonstrates an understanding of research
- information is gathered from a number of possible sources (internet, books, people, and media) and is shared in a natural manner. Not a formal report.

Delivery of Speech

Voice

- projects voice so as to be clearly heard throughout room – audible, “speaks up”
- effective use of inflections – pitch and tone could be low and grave for serious statements; middle range for conversation and general information; higher pitch for excitement or dramatic emphasis
- correct pronunciation
- clear enunciation
- voice utilization is natural
- pace of speaking flows naturally; pauses are intended and used only for effect
- effective use of voice is maintained throughout speech

Audience Rapport

- speech appears as a natural conversation which enables the audience to become active listeners
- speaker engages the audience through appropriate facial expressions and eye contact
- speaker uses humour only when appropriate

Demeanor, Poise and Posture

- appears confident – no obvious nervous or emotional tension which may be indicated by behaviours such as shifting about or verbal hesitations
- appears suitably attired
- seems at ease when standing before an audience, has a relaxed, comfortable stance, neither too rigid nor too flamboyant

Natural Sincere Manner

- appears comfortable and interested in the topic and content of speech, this is reflected through language – verbal and body
- acts keen, alert, enthusiastic and sincere
- manner is not affected; speaker has a genuine airseems original without too much flamboyance (too dramatic makes it an act)

Appropriate Gestures

- appears to move naturally
- gestures naturally and effectively, rather than in an overly dramatic fashion

Note: Props and visual aids are not permitted.

Questioning

Grasp of questions

- The answer reflects a thorough understanding of the intent of each question.

Replies to three questions

- Each question is fully answered with expanded details or ideas.
- Speaker should pause before answering each question. It is acceptable for the speaker to ask for a question to be repeated for clarification. The questioner can repeat the question but not re-stated the question.
- Speaker responds in a clearly audible manner.
- When answering, the speaker demonstrates similar expressive language as reflected in the content of their speech – appropriate language use.
- Evidence of poise, confidence and certainty in manner.
- When scoring, differentiate between simple fact and opinion questions and those questions that allow the student to apply such skills as comparison, analysis and evaluation of their content.

Helpful URL's

Allyn & Bacon Public Speaking Website

http://wps.ablongman.com/ab_public_speaking_2

This website contains six helpful modules for learning the process of public speaking.

SpeechTips.com

<http://www.speechtips.com>

This is a guide to speech writing and public speaking for all occasions.

Toastmasters International

www.toastmasters.org/tips.asp

This site lists 10 tips for successful public speaking are listed by one of the best international sources for public speaking.

Scholastic

<http://teacher.scholastic.com/writewit/speech/writeit.htm>

enotes – How to write a speech in ten easy steps

<http://www.enotes.com/topics/how-write-speech>

Videos of past winning HWDSB speeches – Junior and Intermediate

<https://www.youtube.com/user/HWDSBtv/search?query=oral+communications+festival>

Videos from 2017 - HWDSB Board Final OCF

Junior Speeches

<https://www.youtube.com/playlist?list=PLSXxFgKbQbv5zpyk89d1g6YXiVA9wXKns>

Intermediate Speeches

https://www.youtube.com/playlist?list=PLSXxFgKbQbv7_ZVE3yUhr8Q7DjSpvuGdo

Dear Parent ~ Sample Letter ~
(printed on school letterhead, signed by teacher, co-signed by administrator)

Dear Parent(s)/Guardian(s)

Over the course of the next few months the students in our class (or lunch hour club) will be preparing for and participating in the Hamilton-Wentworth District School Board's Oral Communication Festival. For this Festival, which is a public speaking contest, the students will be responsible for the writing and delivery of short, researched speeches.

The first stage in the competition is at a classroom level where students present their speeches to classmates. One winning speech will be selected from each participating class. At the next level (school level), students will compete with other students in the same junior or intermediate division. One winning speech will be selected from each division. When the winners move on to the next level (Family of Schools), they will compete against other students from within the same Family of Schools. Two winners per division are chosen and the winners from each Family of Schools will then proceed to the final Board level. Judges at the Board level will select a first, second and third place winner for the Junior and Intermediate speeches.

The Ontario Curriculum is very specific in its expectation of students to demonstrate skills independently. It is critical that the students both write and deliver their speeches by themselves. Students will most certainly be given support as they learn to write introductions, conclusions and the way to incorporate research into their speeches. The end product however, must be an *independent demonstration* of skills.

Public speaking is a skill which is used throughout our lives for interview situations, work presentations, etc. It is hoped that through participating in the Oral Communications Festival students will learn how to present themselves and speak in a confident and knowledgeable manner.

Sincerely,