

2021
TEACHERS PLANNING PACKAGE

SPEAK OUT
CREATE. SHARE. INSPIRE.





INTEGRITY ■ EXCELLENCE ■ COURAGE ■ COMMUNITY

Speechfest is now...

Speak Out

Create. Share. Inspire.



Inspiring all learners to reach their full potential



Aligning with curriculum



Providing access points for ALL learners



Using Student Proficiency rather than Judge's Criteria



Utilizing Single-point rubric for judging



Self-Reflecting on Core Competencies

Core Competencies

A Langley grade 4 student, shares his Speechfest speech "Be amazing" at TEDxLangleyED 2016.

INSPIRE

**CREATIVE &
CRITICAL THINKING**

COMMUNICATION

**PERSONAL &
SOCIAL RESPONSIBILITY**



Core Competencies

Speak Out is an authentic opportunity for teachers to help students in Langley Schools develop the intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning, and to experience success.



Communication: Connect and engage with others
Communication: Acquire, interpret, and present information



Creative Thinking : Generating ideas
Creative Thinking : Developing ideas
Critical Thinking : Analyze and critique
Critical Thinking : Develop and design



Positive Personal and Cultural Identity: Personal strengths and abilities
Personal Awareness and Responsibility : Self-determination

Grade 1-3 Success Criteria

| <u>Areas for Growth:</u> | <u>Proficient:</u> | <u>Strengths:</u> |
|--------------------------|---|-------------------|
| | <p><u>Creating: (Create)</u></p> <ul style="list-style-type: none"> •Understands and demonstrates beginning, middle and end of story/text (clear introduction and conclusion; clear topic). •Ideas are organized clearly and logically •Uses clear language with some variety in word choice | |
| | <p><u>Recognizing Identity and Voice (Inspire):</u></p> <ul style="list-style-type: none"> •Connects to personal experiences (self, family community and culture) by sharing ideas, feelings and/or opinions (ex. create and/or share a personal story). •Recognizes that story/text reflects family and community and builds understanding of community and culture. •Communicates about self, family and/or community (share ideas, feelings and perspectives) with purpose to an audience. | |
| | <p><u>Communication (Share):</u></p> <ul style="list-style-type: none"> •Uses vocal expression to clarify meaning. •Uses effective volume, pace and tone to communicate clearly. •Eye contact with audience is maintained. | |

Grade 4/5 Success Criteria

| <u>Areas for Growth:</u> | <u>Proficient:</u> | <u>Strengths:</u> |
|--------------------------|--|-------------------|
| | <p><u>Creating: (Create)</u></p> <p>Demonstrates beginning, middle and end of story/text.</p> <p>Sequence and order of information is clear and effectively organized.</p> <p>Effective use of a variety of vocabulary, structures, ideas and language.</p> | |
| | <p><u>Recognizing Identity and Voice (Inspire):</u></p> <p>Through oral language, demonstrates connection between personal, social and/or cultural identity.</p> <p>Recognizes different purposes, audiences and perspectives of others.</p> <p>Adjusts styles of communication for purpose and audience.</p> <p>Expresses ideas, feelings, opinions and perspectives and provides relevant evidence to support them.</p> | |
| | <p><u>Communication (Share):</u></p> <p>Consistently uses vocal expression.</p> <p>Uses effective volume, pace and tone to communicate clearly.</p> <p>Uses non-verbal communication to extend meaning.</p> <p>Maintain audience's interest throughout using consistent eye contact and engaging stage presence.</p> | |

Grade 6/7 Success Criteria

Areas for Growth:

Proficient:

Strengths:

Creating: (Create)

- Captures the attention of the audience through clear introduction and conclusion.
- Sequence and order of information is clearly and effectively organized.
- Creates impact with powerful use of sophisticated language.

Recognizing Identity and Voice (Inspire):

- Thorough oral language, demonstrates connection between personal, social and/or cultural identity.
- Considers and appreciates multiple contexts, values and perspectives.
- Expresses ideas, opinions and perspectives and provides impactful evidence to support them to extend thinking beyond self and community.
- Adjusts style of communication for purpose and audience.

Communication (Share):

- Uses vocal expression to create impact.
- Uses effective volume, pace and tone to communicate clearly.
- Maintains audience's interest throughout using consistent eye contact and engaging stage presence.
- Uses non-verbal communication to extend meaning and enhance audience experience.

VOCAL EXPRESSION

- ✓ speaks and listens for a variety of purposes
- ✓ communicates ideas and information clearly
- ✓ uses language effectively for a variety of purposes

VOLUME, PACE & TONE

- ✓ uses tone, pace, and volume, grammar, syntax, and conversational conventions that are appropriate for the situation

AUDIENCE INTEREST

- ✓ uses vocabulary and presentation style that are appropriate for the audience
- ✓ sustains short conversations by encouraging the speaker and contributing ideas
- ✓ is attentive, respectful to others
- ✓ monitors presentation and is sensitive to audience response
- ✓ uses some strategies to overcome difficulties in communication (e.g. unfamiliar vocabulary, noisy distractions, etc.)

SHARE

VOCAL EXPRESSION

- ✓ speaks and listens for a variety of purposes
- ✓ communicates ideas and information so that the audience can understand and remember
- ✓ uses language effectively to clarify, persuade and inspire

VOLUME, PACE & TONE

- ✓ uses tone, pace, and volume, grammar, syntax, and conversational conventions that are appropriate for the situation

NON-VERBAL COMMUNICATION

- uses some strategies to overcome difficulties in communication (e.g., unfamiliar vocabulary, a noisy environment, distractions)

AUDIENCE INTEREST

- ✓ uses vocabulary and presentation style that are appropriate for the audience
- ✓ sustains extended conversations by encouraging the speaker and contributing ideas
- ✓ is attentive, respectful and open to cultural, gender and individual conversations in conversation (i.e. listens with "eyes", "ears " and "heart")
- ✓ monitors presentation and is sensitive to audience response

SHARE

SUGGESTED INSTRUCTIONAL ACTIVITIES & TIMELINE

WEEK 1

Introducing Public Speaking

- compare and contrast “everyday” speaking and “public” speaking
- discuss criteria for good speeches - see criteria sheet

WEEK 2-3

Choosing a Topic, Organizing & Drafting

- encourage students to think of topics that are of personal interest to them
- examples of topics can be based on biographies, recollection, memoir, expository
- students brainstorm topics in groups or as a class, then the ideas are put on the blackboard
- see pages on Preparing the Speech and Tips for Preparing your Speech
- a draft copy can be produced with the help of a workable outline
- students should read their drafts aloud and edit them frequently

WEEK 4

Practicing and Preparation

- encourage eye contact with the audience
- students may use cue cards as a reference
- teach children where to look when they are speaking via Teams
- assess each other using the criteria
- have students self-assess (sheet included)
- practice using a microphone and standing behind a podium if applicable

WEEK 5

Final Practice

- peer reflection and feedback presentation
- students review criteria using single point rubric and time specifications
- continue to practice prior to final

• *CREATE*

SUGGESTED INSTRUCTIONAL ACTIVITIES & TIMELINE

WEEK 1

Introducing Public Speaking

- watch video of children delivering speeches as point of discussion i.e. eye contact, gestures, content
- compare and contrast “everyday” speaking and “public” speaking
- develop criteria for good speeches
- assess one or two speeches from the video

WEEK 2-3

Choosing a Topic, Organizing & Drafting

- research the topic as necessary
- encourage students to think of topics that are of personal interest to them
- students brainstorm topics in groups or as a class
- create an outline using graphic organizers; provide feedback
- use a workable outline to draft a speech
- students should read their drafts aloud and edit them frequently
- check for plagiarism

WEEK 4

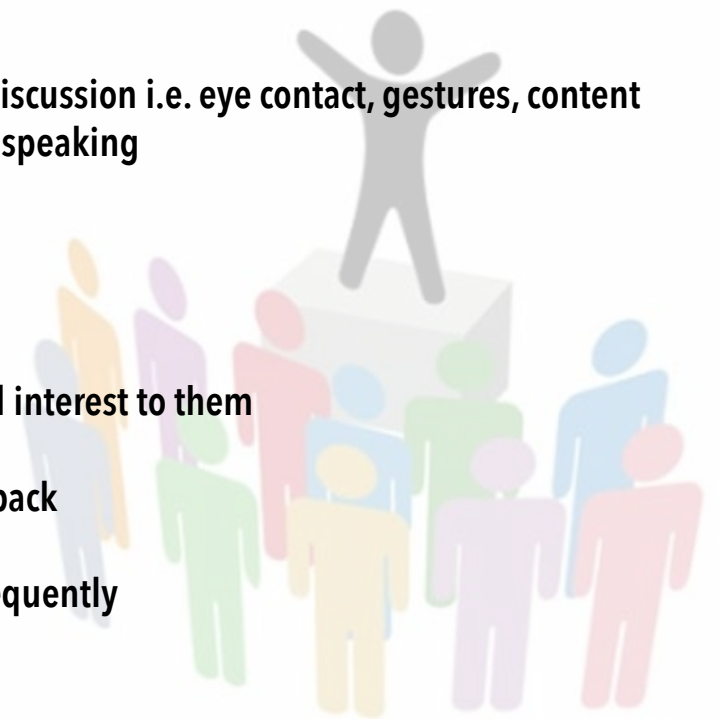
Practicing and Preparation

- practice speaking with expressive language and use eye contact with the audience
- students should create cue cards to use as reference only
- practice speaking to small groups; seek peer feedback using criteria
- practice using an iPad or recording device to self-assess

WEEK 5

Final Practice

- peer reflection and feedback
- students review criteria using single point rubric and time specifications
- continue to practice prior to final presentation



SAMPLE TOPICS

Grades 1-3

“Narrative texts, whether real or imagined teach us about human nature, motivation, and experience and often reflect a personal journey or strengthen a sense of identity.”

*BC's Curriculum
English Language Arts*

Hobbies

How to Play...

Kindness

My Family

My Favourite ...

The Greatest
Invention Ever

The Hardest
Thing I've Ever
Done

Being Helpful

Technology

Coping with
Brothers and
Sisters

Doing Your Best

Being Healthy

What Makes Me
Laugh

When I Grow up

Who I Am

Being a Friend

Music

Pets

Sport

Hero/Superhero

INSPIRE

SAMPLE TOPICS

Grades 4-7

“Narrative texts, whether real or imagined teach us about human nature, motivation, and experience and often reflect a personal journey or strengthen a sense of identity.”

*BC’s Curriculum
English Language Arts*

| | | | | | | |
|-------------------|-------------------|---------------|---------------------------|-------------------|-----------------------------|-------------------------|
| Cultural Identity | My Favourite... | Being Helpful | Be an Ally | Peer Pressure | Prejudice | Music |
| Media | Technology | Self Esteem | Fashion and Fads | Friends or Family | The Greatest Invention Ever | Famous Person |
| Never Have I Ever | Wellness | Hobbies | What I Like Most About... | When I Grow up | Student Life | Environment |
| Climate Change | My Family History | Innovation | Collaboration | Inclusion | Talents | Artificial Intelligence |

LIVESTRIPS

Grades 1-3

- ✓ Speech length: No less than 75 seconds, no more than 2 minutes, 15 seconds

Grades 4-5

- ✓ Speech length: No less than 3 minutes, no longer than 4 minutes

Grades 6/7

- ✓ Speech length: No less than 4 minutes, no longer than 5 minutes



CREATE

Introduction: This should be no more than 20 seconds long

- **Formal salutation:** Greet the audience "Good morning/afternoon principal's name, teachers, ladies and gentlemen, judges and fellows students...", students may also state their name
- **Use a "hook":** Use something that engages the audience and motivates them to want to listen (humour, interesting facts, etc.). **AVOID** saying "My speech is on..."

Body: This should be 45 to 90 seconds long

- **Develop sequence** your ideas and elaborate on the content of the speech
- **Use words** that you know and understand
- **Use sentence structures** that are natural to you

Conclusion: This should be about 20 seconds long.

- **Sum up** your speech
- **Summarize or restate** what you have told your audience in a few simple sentences
- **Leave the audience** with something to remember about your speech
- **Conclude** with a statement of a fact, a question, a quotation. **AVOID** "Thanks for listening to my speech" or "I hope you have enjoyed my speech."



CREATE

Introduction: approximately 20-30 seconds long

- **Formal salutation**: Greet the audience "Good morning/afternoon principal's name, teachers, ladies and gentlemen, judges and fellows students..." students may also state their name
- **Use a "hook"**: Use something that engages the audience and motivates them to want to listen (humour, interesting facts, etc.)

Define the topic:

- **Set up the body of the speech.**
- **What is your topic? AVOID saying "My speech is on..."**
- **What is the purpose of your speech?**
- **What three points are you going to talk about?**
- **What sequence or order will you use to present the three points?**

CREATE

Body: This is half of your speech time - approximately " 1.5-3 mins

- develop/elaborate on the main points discussed in the introduction
- provide support for opinions or viewpoints if speech is persuasive
- develop the content of the speech
- use the same sequence for discussing your points as presented in the introduction
- use words that you know and understand and are natural to you
- Emphasize powerful language (use of verbs, repetition, sentence types)

Conclusion: Take about 30 seconds to conclude

- Sum up your speech
- Summarize or restate what you have told your audience in a few simple sentences
- Drive your point home
- Leave the audience with something to remember about your speech
- Conclude with a statement of a fact, a question, a quotation, a call for specific action or a reference to your introduction.
- AVOID "Thanks for listening to my speech" and " I hope you have enjoyed my speech

CREATE

- ✓ Plan visuals to help you through your speech (index cards, sticky notes, etc...)
- ✓ Practice presentation skills using Teams, in front of an audience or looking in the mirror
- ✓ Make sure that even people in the back of the room can hear you clearly.
- ✓ Make sure you've read through your speech enough times that you do not need to read directly from your notes. You should be looking people in the eyes (or into the camera) while speaking and only glance down at your note cards when necessary.
- ✓ Include a mark or note for when you want to pause
- ✓ Make sure you do not talk too fast or too slow. If you're naturally a fast talker, slowing down might feel silly to you but it sounds good to your audience.
- ✓ Definitely practice in front of family and ask them to comment on your volume, rate of speaking, eye contact, and posture before speaking in front of the class.
- ✓ Remember to try to make your speech interesting. What kind of information would you want to hear if you were in the audience?
- ✓ Avoid "umms," "uhhs," and "likes" while speaking.
- ✓ Once you've finished preparing your speech, look over the judging criteria and see how you think you'll do. Are you happy with that?
- ✓ Have fun and relax!

INSPIRE

Plagiarism, as defined by the *Concise Oxford Dictionary*, is to **"take and use (the thoughts, writings, inventions, etc. of another person) as one's own."** Intentional or not, when a student does not acknowledge the source of words and ideas that are not his or her own it is plagiarism.

How to Reduce Plagiarism:

- ✓ Teach what plagiarism is and provide paraphrasing practice.
- ✓ Discuss with students why plagiarism is wrong and clarify that it is dishonest and unfair.
- ✓ Teach the differences in quoting, paraphrasing, and summarizing.
- ✓ Monitor students at each step of the writing process

Grade 1-3 Student Proficiency for Judges

| Areas For Growth | Proficient: | Strengths: |
|------------------|---|------------|
| | <p><u>Creating: (Create)</u></p> <ul style="list-style-type: none"> • Understands and demonstrates beginning, middle and end of story/text (clear introduction and conclusion; clear topic). • Ideas are organized clearly and logically • Uses clear language with some variety in word choice | |
| | <p><u>Recognizing Identity and Voice (Inspire):</u></p> <ul style="list-style-type: none"> • Connects to personal experiences (self, family, community and culture) by sharing ideas, feelings and/or opinions (ex. create and/or share a personal story). • Recognizes that story/text reflects family and community and builds understanding of community and culture. • Communicates about self, family and/or community (share ideas, feelings and perspectives) with purpose to an audience. | |
| | <p><u>Communicating: (Share):</u></p> <ul style="list-style-type: none"> • Uses vocal expression to clarify meaning. • Uses effective volume, pace and tone to communicate clearly. • Eye contact with audience is maintained. | |

Grade 4/5 Student Proficiency for Judges

| <u>Areas for Growth:</u> | <u>Proficient:</u> | <u>Strengths:</u> |
|--------------------------|---|-------------------|
| | <p><u>Creating: (Create)</u></p> <ul style="list-style-type: none"> • Demonstrates beginning, middle and end of story/text. • Sequence and order of information is clear and effectively organized. • Effective use of a variety of vocabulary, structures, ideas and language. | |
| | <p><u>Recognizing Identity and Voice (Inspire):</u></p> <ul style="list-style-type: none"> • Through oral language, demonstrates connection between personal, social and/or cultural identity. • Recognizes different purposes, audiences and perspectives of others. • Adjusts styles of communication for purpose and audience. • Expresses ideas, feelings, opinions and perspectives and provides relevant evidence to support them. | |
| | <p><u>Communication (Share):</u></p> <ul style="list-style-type: none"> • Consistently uses vocal expression. • Uses effective volume, pace and tone to communicate clearly. • Uses non-verbal communication to extend meaning. • Maintain audience's interest throughout using consistent eye contact and engaging stage presence. | |

Grade 6/7 Student Proficiency for Judges

| Areas for Growth: | Proficient: | Strengths: |
|-------------------|---|------------|
| | <p><u>Creating: (Create)</u></p> <ul style="list-style-type: none"> • Captures the attention of the audience through clear introduction and conclusion. • Sequence and order of information is clearly and effectively organized. • Creates impact with powerful use of sophisticated language. | |
| | <p><u>Recognizing Identity and Voice (Inspire):</u></p> <ul style="list-style-type: none"> • Through oral language, demonstrates connection between personal, social and/or cultural identity. • Considers and appreciates multiple contexts, values and perspectives. • Expresses ideas, opinions and perspectives and provides impactful evidence to support them to extend thinking beyond self and community. • Adjusts style of communication for purpose and audience. | |
| | <p><u>Communication (Share):</u></p> <ul style="list-style-type: none"> • Uses vocal expression to create impact. • Uses effective volume, pace and tone to communicate clearly. • Maintains audience's interest throughout using consistent eye contact and engaging stage presence. • Uses non-verbal communication to extend meaning and enhance audience experience. | |

| DELIVERY: How the speech is presented | yes | no |
|---|------------|-----------|
| Is my voice loud enough? | | |
| Is pacing appropriate? | | |
| Is it clear, does it have expression? | | |
| Do I feel confident, assured, and enthusiastic? | | |
| Is my tone appropriate for the topic? | | |
| Am I articulating words appropriately and clearly? | | |
| Am I avoiding using "ums/gunnas"? | | |
| Am I spontaneous? | | |
| Am I using cue cards properly? | | |
| Am I using pauses and questions for emphasis? | | |
| Am I using eye contact? | | |
| Am I using appropriate gestures and facial expressions? | | |

| CONTENT: What the speech is about | yes | no |
|---|-----|----|
| Do I have an appropriate salutation? | | |
| Can I get the attention of the audience? | | |
| Does my speech have a clear purpose? | | |
| Does it reinforce the main idea? | | |
| Does it support the point? | | |
| Does it leave the audience thinking about some of my ideas? | | |
| Do my ideas flow logically? | | |
| Are my points well- supported? | | |
| Is my topic adequately covered? | | |
| LANGUAGE: How the speech is crafted | yes | no |
| Are my sentences varied and concise? | | |
| Do I have an appropriate, varied choice of vocabulary? | | |
| Am I using language accurately? | | |
| Are my sentences grammatically correct? | | |
| Does my speech convey humour or emotion? | | |



Self-Reflection

| | Competency | I Can..... | √ |
|----------------|--------------------|---|---|
| CREATE | CREATIVE THINKING | I have interests and passions | |
| | | I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries. | |
| | | I use what I know about the writing process to help me create a final product. | |
| | CRITICAL THINKING | I can identify criteria and analyze evidence | |
| INSPIRE | PERSONAL IDENTITY | I will continue to develop new abilities and strengths to help me meet new challenges | |
| | | I know what my skills and strengths are | |
| | | SOCIAL RESPONSIBILITY | I can solve problems or ask for help when I need it |
| | PERSONAL AWARENESS | I can celebrate my efforts and accomplishments | |
| | | I can manage my feelings and emotions | |
| SHARE | COMMUNICATION | I can present information clearly and in an organized way | |
| | | I give, receive and act on feedback | |
| | | I am an active listener, I support and encourage others | |