

The use of language is a social behaviour. Therefore, the overall school program should provide opportunities for students to experience language in functional, artistic and pleasurable activities.

The objective of this resource is to provide a series of units that can be used to introduce speech and debate in the classroom. The intention is not to provide an in-depth, academic understanding of speech and debate, but simply to provide a resource that will aid teachers in getting their students started in debate and speech.

An Introduction to Public Speaking

Overview

One of the wonderful things about speech is that it is possible to participate on a number of levels. For example, a professional speaker or teacher of speech will react on one level, while the uninitiated or inexperienced can react on another level. Regardless of their level of expertise, individuals can probably agree on what constitutes a good speech versus a bad speech. This common sense aspect of speech makes it accessible to anyone with an interest in better communication, regardless of their level of expertise. We have all watched and listened to speakers who mumbled away, staring at their notes, and we have all lost track of time as we dozed, trying desperately to stay awake. Hopefully, most of you have also been captivated by a spectacular speaker, who entertained you while communicating his or her message. Most students are equally capable of making this distinction, or of being taught this distinction.

This resource is divided into units. For each unit a number of classes are recommended. The assumption is made that classes are 35 to 40 minutes long. Evaluation-Journal of Progress It is recommended that students keep a journal of their progress throughout this speech program. One tool which could be used here is the evaluation form on page 40. For each speech this form could be completed by the teacher, and or the student, and or the class. The student could keep the evaluation forms and other notes and hopefully get a sense of their strengths and progress through the program. It is recommended that the instructor take 5 minutes at the end of every class to allow time to facilitate this process. You may also wish to motivate your students by telling them that the journals will need to be turned in at intervals, or at the end of the speech unit.

UNIT 1

Title: An introduction to speech

Objectives: Outline the speech program that you intend to pursue, give an indication of the type of work to be done, the number of classes, etc. Give students a basic understanding of what a good speech should be.

Number of class periods: 1

Begin by discussing the basics of good public speaking with students. This discussion will illustrate the behaviours and techniques that they may be striving to emulate during this speech program. You may wish to begin by asking a number of questions and encouraging discussion.

- 1) Who talks for a living?
- 2) Is speaking to others important?...Why?
- 3) When might you need to speak to more than one person at a time?
- 4) Is speaking to more than one person at a time different than chatting with a friend?
- 5) When have your parents had to speak to more than one person at a time?

be well organized so that your speech flows smoothly. Audiences have very low tolerances for speakers who lose their place, forget chunks of their speeches, or fumble with notes.

Gestures - There are two aspects to this, avoiding distracting gestures and trying to encourage the use of complementary gestures. Gestures to avoid include:

- playing with rings, pens, etc.,
- playing with long hair or glasses,
- scratching yourself and exploring parts of your body,
- fumbling with notes,
- putting your hands in your pockets,
- crossing your arms in front of you,
- clasping your hands behind your back.

People are often unaware that they have these distracting gestures, so if you have the opportunity to video tape your speakers, a class spent reviewing a set of speeches can be very illuminating. Normally, gestures are part of everyday speaking. If you watch people talking you will see them using gestures. If you imagine for a moment that you are deaf, you can still get a sense for a speaker's mood by the gestures being used.

Here are a few examples of good gestures:

- slamming your fist into your hand to express rage or great concern
- pointing at the audience while stating a rhetorical question
- holding a hand to one side while stating, on the one hand, and holding the other
- hand to your other side while stating, on the other hand
- throwing your hands up in disgust or amazement

An amusing handout called Brush Up Your Gestures is attached which you may wish to hand out to students.

Notes - It is great if you can comfortably memorize your speech, but generally it is not necessary. Many speakers rely on point form notes to help them through their speeches. Such an outline can be better than memorizing since it provides a contingency against forgetting or muddling a speech. Notes are not intended to be read verbatim. Rather, they provide key words or phrases in point form to keep the speaker on track.

Organization - There are a number of techniques for structuring a speech, but for our purposes, keep it simple. The method used for structuring a standard essay, with an introduction, body, and conclusion, is good advice at this stage.

UNIT 2

Title: An introductory speaking experience in small groups.

Objectives: Students will have an opportunity to give an impromptu speech. (A speech for which little or no preparation time is given.) If this seems artificial, remember that as we go through life at

school, at work or in relationships we are often called upon to react spontaneously. Students will have an opportunity to evaluate the speeches. (Evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

Number of class periods: 1 or more

The intention is that students will give short speeches on topics drawn at random. You may wish to create all of the topics, or have the students write down two or three suggestions each. If you do the latter you should screen these topics and use your discretion in putting the topics into the hat. Few things backfire as badly as the shyest child in the room drawing a topic that verges on obscene!

For this preliminary speech you should break the class into smaller groups. The groups could range in size from three or four students to half of the class. This decision is up to you, you will have to decide what your students will be most comfortable with and the amount of time at your disposal. If the students are broken into groups of 10 or less it should be possible to go through this exercise in one class. You may wish to repeat this exercise and increase the size of the groups so that students have an opportunity to get used to progressively larger groups. Again the decision is yours! Don't spend too much time at this level, since there will be other speaking opportunities later.

The students should receive about one minute to prepare and then should have an opportunity to speak for about a minute. Someone will need to time the speeches and hold up some sort of signal to let the student know when the time has elapsed. You could perform this function or a student could be the timekeeper. When the student's time has elapsed, the timer should give a signal to this effect. Since it's difficult to end a speech precisely at the end of the period granted, a short grace period, say 10 seconds, is allowed. After the grace period has ended the speaker should be interrupted. Time cards for the debate and speech modules are attached in the appendix.

Here are some ideas for topics:

- king for a day
- why showers are better than baths
- my favorite possession
- my pet
- my favorite T.V. program
- why I hate, or like school.

Each time students speak in this setting they should be evaluated by their peers and by themselves through the use of the evaluation form, on page 40. If time permits, students could discuss their reactions to each other's speeches. At the start of this unit you should discuss the ballot and urge people to make tactful and constructive comments and the students to complete their self-evaluation. During this and subsequent classes you should be moving around and talking to students, getting a sense of their strengths and weaknesses and giving encouragement.

UNIT 3

Title: More on speaking

Objective: To prepare students for their next speaking activity, which will be to the entire class.

Number of class periods: 1

Begin by reviewing some of the characteristics of good speaking from Unit 1. Once you are comfortable, move on to discussing how to make your speech easy to follow.

The following handout should provide a basis for this discussion.

- 1) Be clearly heard: pleasant with appropriate volume. Are students speaking clearly? Can they be heard? Remember, a monotone is no good. Don't talk too fast (most novice speakers talk too fast).
- 2) Let all important actions, objects, etc. be clearly seen. Are you hiding behind a podium? Are you hunched over? If you are using visuals, make sure they are clear, simple, and displayed long enough for everyone in the audience to see them.
- 3) Talk to the audience! Remember that the information you're giving is already in your brain - you want it to end up in their brains. Are points being explained so that the audience understands them? Speakers often assume that because they understand a concept, so will the audience.
- 4) Begin with appropriate facial expressions. Don't smile when discussing a tragedy; don't frown when discussing the happiest day of your life. Encourage discussion on these points and have the students reflect on their preliminary speeches.
- 5) Look at the audience, get feedback, and adjust to it. Remind students about making that all-important eye contact. They should think of themselves as having a conversation.
- 6) Interact with the audience! When you stand before them, look at them, get their attention, and then begin to speak. When you finish look at them, smile if appropriate, and sit down. Do not end your speech by saying thank-you. This is tacky, since the audience should be thanking the speaker. If you thank the audience for paying attention, are you suggesting that your speech was not sufficiently compelling on its own to hold the attention of the audience?
- 7) Remember, you'll have a normal degree of fear. It will sharpen your performance.

UNIT 4

Title: Impromptu speaking to the class

Objective: Students will deliver an impromptu speech to the entire class and will be evaluated. (Evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

Number of classes: The number of classes will depend on the number of students and the number of times you wish to repeat this exercise.

The intention is that students will again give a short speech on a topic drawn at random. You may wish to create all of the topics or have the students write down two or three suggestions each for your use. As before, if you do the latter you should screen these topics and use your discretion before putting these topics into the hat.

The students should receive about one minute to prepare and then should have an opportunity to speak for one to two minutes. Select a topic you feel is appropriate to the students' abilities and the audience's attention span. Someone will again need to time the speeches using the enclosed time cards. You could perform this function, or your students could. When a student's time has elapsed and a 10 second grace period has ended, the speaker should be interrupted. If you think that there are some who will volunteer to speak first, it is wise to ask for volunteers, just to get the ball rolling.

Don't forget that these presentations will be evaluated!

(It would be a good idea to video tape these presentations as this could provide the basis for a discussion during the next class.)

UNIT 5

Title: More advanced concepts

Objectives: Debrief impromptu speeches. Discuss new concepts.

Number of periods: 1

Discuss aspects of the last impromptu speeches. It may be helpful to review the video tapes of the speeches and use this as the foundation of a positive supportive discussion. What worked? What was effective? What wasn't effective? There are no right answers, but they should focus students on certain concepts such as preparedness, the need to be entertaining, or the need to be compelling. How are the evaluations working? Are there any problems or concerns?

Discuss the following hand out and try to link this discussion to the evaluation discussion.

- 1) Use simple but not childish wording and sentence structure. Avoid technical terms where common ones will do. If you must use technical terms, explain them. Also avoid flowery, over-elegant language and long complex sentences. Do not, however, talk down to the audience.
- 2) Use simple speech organization. Intricate patterns or organization and lengthy chains of reasoning have no place in a tournament due to time limits. Rarely is there time to make complex arguments clear. A few main points, clearly related and simply supported, should furnish the basic structure of your speech.
- 3) Make your transitions clear. When you pass from one idea to another, indicate this fact by a sentence or two, or by a distinct change of rate or pitch. Sometimes transitions can be done by using a movement or gesture.

UNIT 6

Title: Delivery of a short prepared speech

Objective: To write, rehearse, and deliver a short prepared speech and to be evaluated. (Evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

Number of classes: 2 to 3 classes to write the speeches, 1 to 2 classes to rehearse the speeches.
Approximately one class for every 10 to 15 participants.

You may suggest to the students that they do a speech on something familiar to them. For example, they could talk about a pet, or their room, or a recent vacation, or an issue that they feel strongly about. Alternatively, there may be a subject that you wish them to research that relates to an area they are studying. Current events also provide ideas for topics. Students often have difficulty selecting topics so it's important to talk to all of them and make sure that they have a topic and have started developing and researching it. You will be the best judge of when they have had enough time to research and practice.

You should discuss the following two items with your students:

- 1) With respect to rehearsal, if you can comfortably memorize your speech, this is great, but generally it is not necessary. Many speakers rely on point form notes to help them through their speeches. Such an outline can be better than memorizing since it is a contingency against forgetting or muddling a speech. Notes are not intended to be read verbatim but simply to provide key words or phrases in point form to keep the speaker on track. To work effectively with point form notes you need to rehearse, particularly if you have a specified time which you must stay within. Students can be broken into groups of four or five for rehearsals which should give them all several opportunities to practice their presentations.

- 2) There are a number of techniques for structuring a speech, but for our purposes let's keep it simple. The method used for structuring a standard essay with an introduction, body, and conclusion is good advice at this stage.

At this point you may wish to move on to a more formal speaking activity, or you may wish to try to spend more time at this level with more short prepared speeches of this type, or you may wish to try some alternative speaking activities that give the students an opportunity to practise speaking while engaging in entertaining activities. Here are some examples:

- 1) **A celebrity roast.** One student volunteers to be the celebrity, i.e., a retiring mayor, and other students play roles such as a principal, a councilor, an aunt, a fire chief, a spouse, etc.
- 2) **A wedding dinner.** Couples assume various roles, such as bride and groom or other members of the wedding party. They give short speeches, as might be given at a wedding. Variations on this theme can involve such things as a vampire's wedding, a politician's, etc.
- 3) **The news.** Students pretend to be the different parties in a newscast. For example, two people can do the headlines, one could do the weather, another the sports, another the entertainment column, etc.

As with other activities, these can be done with a group of students playing to the class, or the class can be broken into smaller groups, which allows more people to complete their presentations in a shorter period of time. The lengths of the various presentations in these activities can vary, depending on your purposes.

The ideas for these activities were provided by Mr. Terry Lazenby, an English teacher and speech and debate coach at Crescent Heights School in Medicine Hat. These activities and other activities are detailed in Terry's monograph, *A Guide to Classroom Speech Activities*, which is available from the Alberta Debate and Speech Association.

UNIT 7

Title: How to prepare and deliver a formal 5 minute original oratory speech

Objectives: Students will learn techniques for structuring a longer speech (five minutes). This presentation will be evaluated.

Number of class periods: 2 to prepare, although you may need more or less depending on how receptive your class is 3 to 5 to write, 2 to rehearse. Approximately 1 class for every 6 to 7 speakers to present. (Again, evaluations could be by some, or all of the following at your discretion; peer, student, instructor.)

(During these and other classes you should be moving around and talking to students, getting a sense of their strengths, setting goals for improvement and giving encouragement. It might be possible to have the best speeches presented during a school assembly or, alternatively, if you were working in concert with other classes in the school, you might wish to hold a speech competition for the best speeches from each room. The following notes are taken from the Alberta Debate and Speech Association's *Speech Handbook*, and discuss the major points that you will wish to cover with your students before they begin preparing their next set of presentations.)

(Excerpted from A.D.S.A.'s Step-by-step Guide to Speech)

THE COURSE: ORIGINAL ORATORY

WHAT IT IS

The giving of a prepared speech to inform, entertain, or persuade. The speech must be written originally on the part of the speaker.

LET'S SHOP WISELY

1. To find a topic, look in newspapers, magazines, books, transcripts, etc. Watch television or listen to the radio. Talk to family and friends.
2. Once you've decided on a topic, research it fully.
3. Decide if your speech will be one to entertain, inform, persuade, or be a combination.
4. Consider your time limit.
5. Do make sure your topic is of interest to you, or you won't convey your message to your audience.

LET'S GET COOKING

A basic speech format will be given. (This format is used for every speech.) Following the format will be how to develop a speech to inform, entertain, and persuade.

THE SPEECH FORMULA

Formula for Introduction

Capture

Motivate

Assert

Preview

Formula for Development

2 - 4 points and support

Formula for Conclusion

Summary and/or action

The Speech Formula in Detail

INTRODUCTION

Capture

You want your audience to listen to your speech. Don't bore them. There are several ways of capturing attention. They are:

1. **Startling statement:** unexpected fact. i.e., "Fifty coffins will be lowered into our City's cemetery in the next month. Of those at least ten will contain cancer victims." (A speech on cancer.)
2. **Quotation:** a famous person's words that relate to your subject. i.e., "The rung of a ladder was never meant to rest upon, only to hold a man's foot long enough to place the other somewhat higher." Thomas Huxley. (A speech on success.)
3. **Rhetorical questions:** a question the audience answers in their own minds. i.e., If you were awarded an expense free trip to any place in the world, where would you go? To the quiet country? (Speech on how to choose vacation spots.)
4. **Illustration:** a short anecdote or story which may be true or fictitious. i.e., You might discuss the story of Louis Pasteur who was terrified of dogs. Although asked to work on different diseases, Pasteur worked only on finding a vaccine for rabies. Because of his personal interest he

was successful. (Speech on how a person's feelings can produce inventive, successful ideas.)

5. Humorous anecdote: a story that is funny and applies to your speech. i.e., "Oh darling, I've missed you," she cried, and fired the gun again. (Speech on multiple meaning of words.)

Motivate

Show that the topic is important to the audience. Show how it affects them. (Why should city kids be interested in a speech on farming?) Several ways to motivate or interest your listeners are by using a combination of the following:

- 1. Penalty.** Through the use of fear, you describe what will happen if they don't listen. i.e., You will lose money. You will endanger your health. You will fail this class. You will be out-of-date, etc.
- 2. Reward.** Show people the promises they can gain. i.e., You will win a prize. You will save your life. You will make money. You will have fun, etc.
- 3. Curiosity.** Show people what they can learn for the sake of learning. i.e., How hot is the sun? Is there a black hole? What are sunspots? Is there life after death?

Assert

Show people the specific approach. You do this by stating your assertion or the purpose for your speech. i.e., There is a correct way to hit a tennis ball. Children's advertising can be harmful.

Preview

Tell how you will present your information. Give an initial summary of your main points. i.e., Let's discuss the proper stance, the grip, and the swing in order to hit the ball (tennis) correctly.

Development

2 - 4 Points and Support (See the Speech to Inform, Entertain, and Persuade to decide how the body of the speech will be developed.) Remember to take each point in the preview and develop it fully in the most appropriate manner.

CONCLUSION

The conclusion of the speech has two purposes.

1. To present a brief review of what has been said.
2. To review the values that the information should have to the listener.

Close with a firm, appropriate punch line. Here are suggestions:

1. Use a literary quotation that contains the major idea of the speech.
2. Use a personal example that shows the audience how valuable this information has been to you.
3. Tell a joke that demonstrates the value of the information.
4. Repeat a portion of the opening statement.
5. Make a bold, vivid statement to restate the importance of the speech.

6. State what will happen if the audience does not use the information given.

7. Make a call to action.

Put your speech into outline form using the formula. See the following example:

INTRODUCTION

Capture

This is not a key to my dad's car.

- a) This key allows you to go somewhere not in a car, but in school.
- b) With this key you can win the admiration of your friends and family.

Motivate

I have another "key" to show you.

- a) This key allows you to get somewhere not in a car but in school.
- b) (Positive approach) With this key you can earn better grades and win the admiration of your friends and folks.
- c) You will save time studying and will have more time to do other things.

Assert

Using the S-Q Three R Study method will make you a better student.

Preview

Let us discuss the three cuts in this key to good grades:

- a) Survey
- b) Question
- c) Three R's: 1. Read. 2. Recite. 3. Review.

BODY (Time Sequence)

I. Point One and Support

Quickly survey the chapter or assignment.

- a) Read the first and last paragraph.
- b) Read the sub-headings in bold faced print

II. Point Two and Support

Create questions that you will answer when you read.

- a) Turn the chapter title into a question.
- b) Turn each sub-heading into a question.

III. Point Three and Support

Use the 3 _ R's.

- a) Read the material to answer the questions.
- b) Recite the answers to the questions until they are well in mind.

c) Review all of the chapter.

1. Do this immediately after reading.
2. Do this again after several hours.
3. Do it again once a week.

CONCLUSION

Action

1. Use the S-Q three R Method each time you study.
 - a) You will learn faster.
 - b) (Refer to Capture.) You will have the "key" to getting somewhere in school.
2. You will have the key to moving toward success.

TYPES OF ORIGINAL ORATORY

The speech to inform

This speech follows the principles of the basic format. It can be developed a number of ways.

1. The Chronological (Time) Method

Develop your speech using a passage of time. Begin at a certain date and move forward. i.e., If you are talking about the development of the television, you may discuss the 1940's, 1950's, then up to 1980's. Or, if you are discussing how to make a main dish, you would discuss what is done in what order.

2. The Spatial Method

Develop your speech by talking about various sections of something (some place). i.e., When discussing a building, move from its basement to the top floor (or vice versa). or When discussing hunting, move from the West Coast into another geographical area such as the Rocky Mountains, and so on.

3. The Structure/Function Method

Develop your speech by discussing a system. To do this, give the parts (structure) of the system and what the function of each part is to the result in the whole system. i.e., When discussing the automobile as a system for transporting human beings, you would discuss the parts of an auto and the function of each part to arrive at the whole.

- a) Ignition system to the
- b) Carburetor system to the
- c) Transmission system, etc.

4. The Chain of Events Method

Develop your speech giving cause to effect of something. i.e.: To explain what occurs when a car moves, you would discuss that gas and air are mixed (tell how and in what proportion), the mixture is forced into the engine (tell how and where it is forced), and a spark ignites the mixture.

This topic lends itself to any cyclical analysis. i.e.: Ecosystem, drugs, war, fashion, history.

The speech to entertain

This speech follows the principles of the basic format. To develop, note the following:

It is important that this speech uses materials that in themselves carry and imply humor. The selection, arrangement, and wording are what achieve the effect of entertainment. However, the humorous speech should not degenerate into a series of unrelated funny stories, nor merely consist of the telling of one story. The speech to entertain may not be informative or persuasive; neither of these goals becomes the chief aim of the speaker. The chief aim is to entertain. A main idea is presented, but as this idea moves, a number of things happen.

A few methods to achieve humor are:

1. Telling a joke on oneself, someone in the group, or some well-known person.
2. Exaggeration.
3. Deliberate underestimation.
4. Sudden change of thought.
5. Surprise thoughts.
6. Twisting ideas.
7. Intentionally making errors.
8. Pantomime
9. Gestures poorly timed or too late.
10. Using anecdotes
11. Giving entertaining examples.
12. Impersonating a character used as illustration. (Don't use a whole example).

The speech to persuade

This speech follows the principles of the basic format, but there are specific organizational procedures.

1. Show the Nature of the Problem

- a) Show the extent of the problem. (Use examples, statistics, opinions).
- b) Show the effect of the problem. (Use examples and facts.)
- c) Show the causes of the problem. (Where possible.)
- d) Show how the problem affects the listeners. (Use vivid descriptions.)

2. Present the Solution

- a) Show the procedure and methods to be used.
- b) Show the cost, time, and the number of people the solution requires.

c) Show where similar solutions have worked in other places.

3. Visualize the Solution

a) Show how the solution will eliminate the causes, reduce or eliminate the symptoms, help people, reduce costs, increase efficiency, etc.

b) Show what will happen if the solution being offered isn't adopted.

4. Appeal for Audience Action

Speak directly to the audience and appeal to the motives of:

- a) Fair play
- b) Desire to save
- c) Desire to be thought helpful
- d) Desire to be thought intelligent
- e) Pride in ownership
- f) Pride in community

5. In the Closing Portion of Your Speech You Should:

- a) Challenge the audience to do something
- b) Provide a summary of the important steps
- c) Indicate your own intention to do something

Conclusion of the Speech Component

Now that you have a taste for public speaking you may be wondering what to do next. Here are a number of ideas to consider:

- 1) Get involved in competitive public speaking. There are a number of organizations that offer opportunities, including the Alberta Debate and Speech Association. Within the umbrella of public speaking are a range of exciting activities such as Impromptu and Original Oratory (both of which we've seen), Oral Interpretation of Prose and Poetry, and Duet and Solo Acting. The A.D.S.A. has instructional materials on all these formats.
- 2) Get involved with a fantastic speech-related activity called debate.

Introduction to Debate Overview

The objective of this resource is to provide an introduction to debate that will allow you to use debate in the classroom. Debate in the classroom can be an end in itself, or it can be used as a way to facilitate research and discussion of an issue in the curriculum. Whether it is used for the latter purpose or not, the recipients will benefit from developing public speaking skills, critical thinking skills, research skills, and teamwork skills.

It is possible to develop competency in debate without speech training. There is no question, however, that a student's competence in debate will develop more rapidly if accompanied by some training in public speaking. If you choose to get right into debate, this competence in public speaking will come with time and practice.

A.D.S.A. has a number of video programs on various aspects of debate that can be borrowed or purchased.

A.D.S.A. guides on all aspects of debate and speech are available free to members and for a nominal cost to non-members. A.D.S.A. also provides research briefs on various topics on a similar basis.

A.D.S.A. staff and volunteers are also available to answer your questions, or visit your school and conduct a variety of sessions ranging from brief introductions to full-day workshops for staff and students. (Depending on distances traveled and amounts printed some cost sharing may be requested.)

The philosophy that A.D.S.A.'s promotional effort rests on is that A.D.S.A. will try to do whatever it can to attract potential members. In short, if there is some way A.D.S.A. could help, call and let's talk.

For members, A.D.S.A. has an exciting annual program. The program starts in the fall with workshops and then proceeds to tournaments. Participation in the tournaments can lead to participation in regional, national, and international exchanges. A.D.S.A. also sponsors special activities such as Model Parliaments. Currently 70 schools are involved ... that's a lot of debaters!

List of resource materials

Time Cards for Debate and Speech

Sample Speech Ballot

Brush up Your Gestures

Debate Overview

Script for Chairing Debate

Ballot for Debate

Evidence Cards

Sample Flow Sheet

Sample Time Card

Sample Time Card

3

2

1

1/2

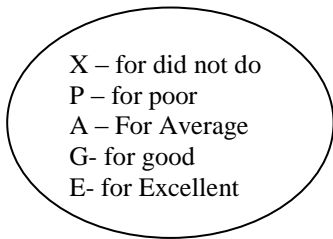
STOP

ARRÊT

**SPEECH
SAMPLE JUDGE'S WORKSHEET**

Remember: A short quality speech should be rated more highly than a long, ineffective one.

Procedure: Fill in the contestant's number as per the draw in the dark boxes below. In each box below the contestant's number write one of the following.



CRITERIA

Participant's Code No.								
Achievement of Purpose								

Did the speaker have sufficient impact to inform, entertain or persuade? Additional Comments:

Organization								
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- Did the candidate provide an effective introduction?
- Did the candidate arrange his/her ideas in a logical order?
- Did the candidate link his/her ideas coherently?
- Did the candidate conclude effectively?

Delivery								
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- Did the candidate establish direct eye contact with his/her audience?
- Did the candidate make effective use of body language?
- Did the candidate achieve fluency?
- Did the candidate display enthusiasm in his/her presentation?
- Did the candidate exhibit clear, distinct diction?
- Did the candidate vary his/her tone effectively?
- Did the candidate show poise?

Content								
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- Did the candidate choose ideas that demonstrated his/her understanding of the topic?
- Did the candidate use rationale, believable or persuasive statements?
- Did the candidate limit the topic to ideas that could be developed adequately in the time available?
- Did the candidate make use of one or more statistics, examples, anecdotes, common knowledge, and expert opinion to inform, entertain or persuade?

Audience Appeal								
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Did the speaker capture and hold your interest?

SPEECH

SAMPLE JUDGE'S BALLOT

ROUND _____ ROOM _____ JR./SR. _____

Judge's Name: _____ Chairperson/Timer: _____

The evaluation of an effective speaker in a formal competition is identical to the daily assessment of speakers who communicate views to the public. The major criteria for evaluation are:

(Did the speaker have sufficient impact to inform, entertain, and/or persuade?)

In formal competition, we ask the judges to apply these criteria to presentations and to evaluate speakers in the same manner as they would in a real life situation. We do, however, expect a higher standard of presentation in formal competition and have added a number of specific areas which should be examined.

RULES (ADSA Policy & Rules Manual)

- a) The speaker must construct an original speech meant to inform, entertain, or persuade.
- b) Students may select any subject which is of interest to them, which will appeal to their audience, or which will have sufficient impact to change the listener's point of view.
- c) Not more than 10% of an oration may consist of quoted materials.
- d) During the delivery of an oration, notes if a manuscript is being used, may be held or referred to by the contestant, but there must be no obvious reading except when using quotations.
- e) A speaker using manuscript should not be penalized for doing so provided he/she follows criterion (d).
- f) As a contestant completes a speech he/she will remain in the room for the remainder of the speeches.
- g) Maximum speaking time will be seven (7) minutes. There is no minimum.
- h) All speech activities will have a 15 second grace period commencing from the moment the stop signal is given. At the end of the 15 seconds the Chairperson will verbally interrupt the speaker and the judge shall disregard anything further that is said.

RANKING PROCEDURE

The **Best Speaker** was Contestant No. _____

The **Second Best Speaker** was Contestant No. _____

The **Third Best Speaker** was Contestant No. _____

The **Fourth Best Speaker** was Contestant No. _____

The **Fifth Best Speaker** was Contestant No. _____

The **Sixth Best Speaker** was Contestant No. _____

The **Seventh Best Speaker** was Contestant No. _____

The **Eighth Best Speaker** was Contestant No. _____

Judge's Signature _____

Please complete and sign this sheet. Tear off and give to Chairperson/Timer at the end of the round. Then proceed to give comments to all competitors.

Brush Up Your Gestures

(Some humorous advice to Speakers)

Wagging the Finger

Any free citizen confronted by a wagging finger, especially if it is accompanied by the words "I tell you this." is entitled to ask: "Who is this jerk presuming to caution or admonish me? Is he my father? Is he my headmaster? Is he the Lord God of Hosts? If he is not, let him keep his finger to himself. Let him prate if he will about the dangers of nuclear holocaust. I will not have a finger wagged at me".

Pointing the Finger

This suggests you will to call up your audience for cannon-fodder. If you do, go right ahead.

Stabbing the Forefinger

This unseemly usage, punctuating every half dozen words, gives the audience the feeling that you would like

(a) to prod them in the chest:

(b) to poke them in the eye.

It is a gesture much used in Ulster, where conversation is impossible without it and peace is impossible with it.

Raising the Forefinger Aloft

Though not necessarily offensive, this gesture suggests that you are

(a) trying to detect a wind:

(b) leading a pack of tourists through a cathedral:

(c) directing attention to a high power:

(d) requesting permission to leave the room.

Sawing the Air

"Do not saw the air too much with your hand, thus," said Hamlet. We do not know what Shakespeare meant by "thus" or "too much". Just don't saw the air at all. Or cleave it. Or rend it. Or chop it. Or pummel it. Or part it. Or grasp it. Or knead it. Or compress it. Or mold it. Or tie knots in it. Or lift it. Or smooth it. Leave the air alone.

Clenching (or "Balling") the Fist

Today this gesture is no more than a mechanical response to the sight of television cameras. It may mean any of the following:

(a) Roll on the Revolution:

(b) Allah is great:

(c) Imperialists out:

(d) Down with the CIA:

(e) No more education cuts:

(f) A woman needs a man like a fish needs a bicycle.

Raising both Fists

Lincoln used this gesture to express execration of slavery. Southerners used it to express execration of damn Yankees. Do not devalue it by using it to demand mustard on your hamburger.

Stretching the Arms Wide

A gesture sometimes used to suggest that the speaker's heart encompasses all humanity. Unfortunately, it is also the fisherman's gesture for the one that got away.

Folding the Arms

This means you do not greatly care what happens when the North Sea oil runs out and that it is time people got used to the idea of dying by hypothermia. It shows you are not a person to be stamped by sentiment.

Gripping the Rostrum

By doing this you will be able to retract your head into your chest and assume a look of defiance. It is a good attitude for defending the indefensible, especially if your eyes are ablaze with sincerity.

Pounding the Rostrum

This will merely spill water and send shock waves through the microphones, stunning your audience, but go ahead if it makes you feel better.

Putting Hands in Pockets

A traditional way of expressing healthy contempt for bourgeois and military taboos: also of express healthy contempt for your audience.

Removing the Spectacles

Doing this will set your audience speculating as to whether you look better with or without glasses. It is a useful trick when you wish to divert attention from a weak argument. Remember that spectacles often give an illusion of maturity.

Finally, here are some more gestures to avoid at all costs:

- 1) Any movement suggestive of a general blessing (unless you want to be mistaken for the Pope):
- 2.) Laying the right hand on the heart (unless you want to be mistaken for an American President).
- 3.) Slackening the tie-knot (unless you want to be mistaken for a third-rate media man).
- 4) Scratching the top of the head (unless you want to be mistaken for Stan Laurel).
- 5) The 'thumbs-up' sign (unless you want to be mistaken for a patient with a new heart):
- 6) Any erectile jerk of the forearm (unless you want to be mistaken for an Italian bravo):
- 7) Touching the nose (unless you want to be suspected of a desire to explore it)
- 8) Any gesture involving the use of two fingers (Unless you want to be buffed upon the spot).

**Alberta Debate and Speech Association
Junior Open - Discussion Style
SCRIPT FOR CHAIRPERSONS/TIMEKEEPERS**

Before the debate begins, write the resolution on the blackboard in your room and have the debaters write their names on the blackboard.

Ensure that you have an odd (1, 3, 5 or 7) number of judges and that each judge has a ballot.

When the debate is ready to begin, close the door and say this:

On behalf of _____, I welcome you to Round _____ of
the _____

The resolution for debate is

Representing the 1SPQPTJUIPO team are _____ and

Representing the 0QQPTJUIPO team are _____ and

I am pleased to welcome our judges for today's contest. They are:

I now introduce the first speaker of the 1SPQPTJUIPO team _____ who will speak for 6 minutes. (After the first 1SPQPTJUIPO speech say:)

I now introduce the first speaker of the 0QQPTJUIPO team _____ who will speak for 6 minutes. (After this speech say:)

I now introduce the second speaker of the 1SPQPTJUIPO team _____ who will speak for 6 minutes. (After this speech say:)

I now introduce the second speaker of the 0QQPTJUIPO team _____ who will speak for 6 minutes. (After this speech say:)

There will now be a 10 minute discussion period, where debaters may ask and answer questions, refute or provide further evident supporting contentions made in the constructive speeches. No new constructive arguments or contentions can be introduced. I will control the discussion, alternating where possible from side to side commencing with the first debater who catches my eye. Each contribution to the discussion may not exceed one (1) minute.

(After the discussion period say:)

There will now be a five minute break while the debaters prepare their rebuttal.

(After the five minute break say:)

I now call on the first speaker of the 0QQPTJUIPO team to give 0QQPTJUIPO rebuttal speech for 6 minutes. (After this speech say:)

I now call on the first speaker of the Proposition team to give the Proposition rebuttal speech for 3 minutes.
(After this speech)

Wait for the Judges to complete their scoring of the debate. As the Judge finishes, collect his/her score sheet. When you have collected all the score sheets, check to see which team won the debate.

When you are certain which team won the debate, stand at the front of the room and say:

"It is the considered decision of our judges that this debate has been won by the Proposition or
Opposition

I would now invite our judges to make their comments on this debate.

At this point, take the ballots to the statistics office. Then return to the room and prepare for the next debate.

Judging Criteria

1. Put your opinions aside.
2. Do not discuss the debate with other judges until you record your decision.
3. Using the flow sheets, make detailed notes on the debate:
 - Who said what?
 - What key evidence was used?
 - Was logic used?
 - What points cancelled out other points?
 - Who presented the most logical, best supported argument, and most effectively countered arguments by their opponents?
4. Write in the winning team on the judge's flow sheet (Proposition or Opposition).
5. After the debate make helpful, positive suggestions to the debaters about what they did well. Make friendly and constructive statements about what they might improve for next time. Explain why you picked the team you did.

Alberta Debate and Speech Association Debate Judge's Ballot (Judges may not discuss the debate with one another until they complete their ballot).

Step 1

Please complete the information below

a) Judge's name


b) Room #

c) Category of debate (please check)
 Jr. Beg.
 Jr. Open
 Sr. Beg.
 Sr. Open

d) Format of debate (please check)
 Discussion
 Cross-Examination
 Parliamentary

e) Round (please check)
 1st round
 2nd round
 3rd round
 4th round
 Semi-final
 Final

Step 2 Fill in the names of the debaters ad if applicable, their team code. Then go to step 3.

Proposition/ Government Team			Opposition/ Opposition Team	
code _____ Name _____			code _____ Name _____	
1 st Affirmative Prime Minister	2 nd Affirmative Gov't Member	Criteria for individual evaluation A scale of 1 to 5, 1 is poor and 5 is excellent Organization: The speech should be well structured, logical & coherent, containing and effective introduction and conclusion Evidence/Logic: Facts, statistics & authorities offered in support of contentions must be sound. Credit should be given for thorough and relevant research. Delivery: Poise quality & use of voice, combined with emphasis, variety and enunciation. Effectiveness and ease of gestures, and eye contact should be assessed. Refutation/Clash: The ability to apply logic and evidence in refuting the opponents' contentions while defending your own. Format: Cross-Examination Parliamentary Discussion	1 st Opposition Opp. Member	2 nd Opposition Leader of Opp.
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
/25	/25	Totals (please double check addition)	/25	/25

Cross-examination: Does the examiner develop a series of questions which draw admissions? Does the Examiner remain in control? When answering questions does the witness show an understanding of the issues? Is the witness cooperative?

Parliamentary: Does each debater demonstrate and understanding of parliamentary procedure & adhere to the rules of the house/ Are points of order & privilege appropriately used? Are heckles short, witty & relevant?

Discussion: Each student is expected to participate. Questions & answers should be concise & well phrased revealing a sound understanding of the issues. The students should be courteous & cooperative.

Step 3

Use the flowsheet on the following page to take notes on the debate & record your impressions of the debate.

Step 4

In the space provided below please check which team you believe has won the debate. (Your decision should be based on an objective appraisal of the arguments (clash), evidence/logic & refutation which you have witnessed in the debate).

The winning team is:
 Proposition Govt.
 Opposition Opp.

Step 5

In the space to the left, please complete the individual evaluations.

Step 6

If time permits, the chairperson will call on you to make constructive and positive remarks.

Thank you!

Policy Debate Judge's Flowsheet (Judges may not discuss the debate with one another until they complete their ballot)

Step 3

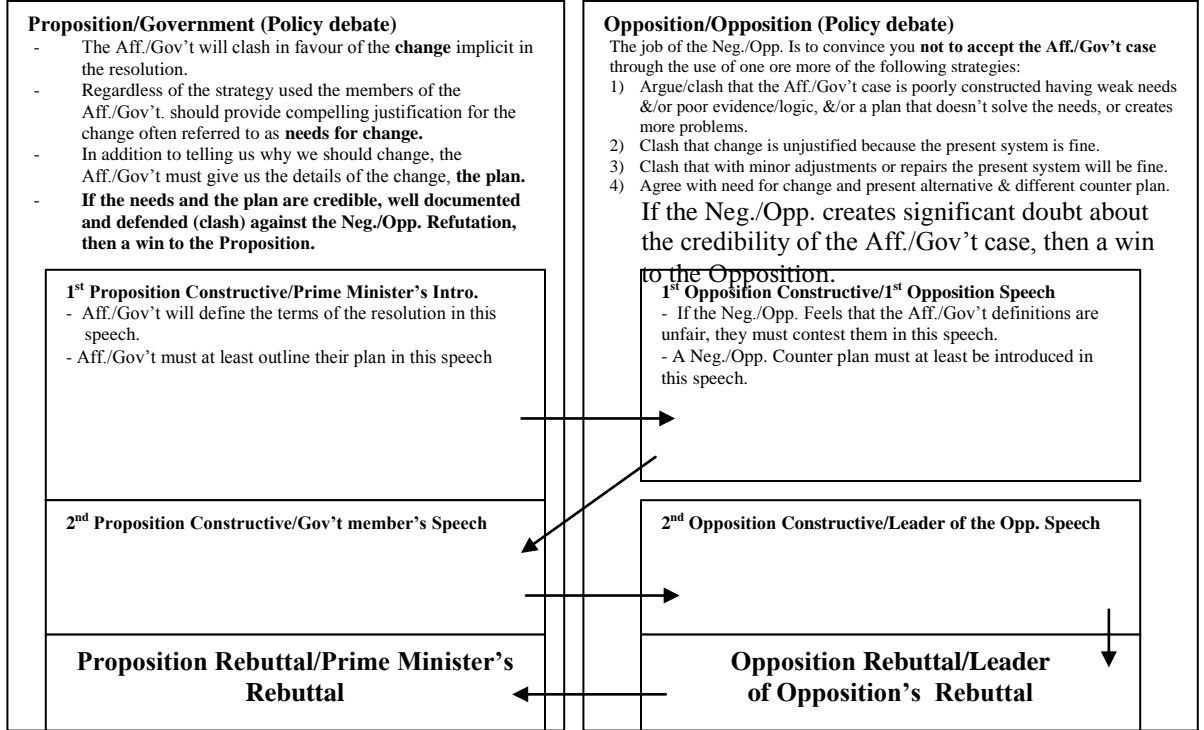
Use the flowsheet to take notes on the debate and record your impressions.

Evidence/logic and contentions

New evidence/logic may be introduced at any point during the debate.
New contentions may be introduced at any point in the debate, except during the rebuttals and during the discussion part of a discussion debate. The last Aff./Gov't debater may introduce new contentions in response to new contentions introduced in the 2nd Neg./Opp.

Step 4

Return to the first page & check off the winning team.



Evidence Cards

Title: _____ (Aff./Neg.)

From: _____