

Young Speakers Handbook

By
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2012

Rules for Speech

General Guidelines

- a. Students may enter one of the following types of speeches:
 - i. Speech to Inform
 - ii. Speech to Persuade
 - iii. Speech to Entertain
- b. Students must be registered as a student in Grades 4, 5 or 6 in Elk Island Public Schools for the current school year.
- c. Students are not permitted to use a speech or presentation beyond one calendar school year.
- d. It is recommended that school competitions use rank ordering.
- e. The speaker must construct an original speech meant to inform, entertain, or persuade.
- f. 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.
- g. Not more than 10% of an oration may consist of quoted materials.
- h. During the delivery of an oration, if a manuscript is being used, it may be held or referred to by the contestant but there must be no obvious reading except when using quotations.
- i. The maximum speaking time shall be three (3) minutes. There is no minimum.
- j. Speaking Order: Speaking order shall be determined by random selection by the contest organizers.
- k. If there is a tie after scores are totaled, ties shall be broken by looking at numbers of first place ordinals. The student receiving the greater number of first place ordinals will be placed higher. If students are still tied after considering first place ordinals, the same process will be followed with second place, third place, etc., until the tie is broken. If students are still tied after all ordinals have been considered, the tie shall stand.

- l. Audiences: It is permissible for contestants to listen to each other. Additionally, parents of the contestants, and anyone else interested in listening to the performers, are allowed to be in the contest room. Audience members are not allowed to interact or otherwise disrupt a speaker.
- m. Timekeeper and Signal Standards- A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. He/she should demonstrate to the contestants the type of time signals he/she will use. The major responsibility for keeping within the three minute time limit rests with the contestant.
- n. Students may not use electronic media such as computers, iPads, cell phones, or any communication technology during a speech.
- o. Photography: Any photography or video taken of the contestants may not disrupt a speaker. Any audience member taking a video or a photograph must have the permission of the speaker and their parents/guardians.
- p. Tournament organizers shall make every effort to provide a minimum three (3) judges per round.
- q. An odd number of judges shall comprise the Judges' Panel.

Rules for the Use of Props

PROPS AND DRAMATIC PRODUCTION ARE NOT THE FOCUS OF THE SPEECH COMPETITION.

Using props to add visual interest to a speech is a common acceptable technique used by both novice and seasoned public speakers. That being said, props should never become the centerpiece of a talk, though they can be a tool for keeping an audience engaged or highlighting a point.

A prop is an external element. As such, one of the guidelines for using a prop is the question:

“Can the speech stand alone without the prop if it was not there?” If the answer is no, then the prop should not be used.

Props That Are Specifically **Not** Allowed:

- a. Overheads/ Slideshows
- b. PowerPoint Presentations
- c. Handouts
- d. Chalkboards/White boards
- e. Large Props
- f. Living Props
- g. Audio Props
- h. Videos

As a teacher simply ask yourself.... Could the exact same speech be delivered effectively standing in one spot with no props? If the answer is no then it is probably not acceptable.

Stage Use and Movement

Speakers may move around the provided stage area in a deliberate manner. Speakers may not leave the stage area while presenting.

Some pointers for your in school speech competition.

- a. Have the speakers sit grouped together away from the rest of the audience.
- b. Make sure your judges are not sitting together
- c. Have 2 teachers adding the scores (remember this is rank order. If you are unclear what this means contact me or Blair Ching and we will explain it)
- d. Announce winners after all speakers are done
- e. Give the judges some time to offer feedback to winners after the gym is clear. (Things to work on going into the final)
- f. Don't forget the 3 minute time limit!!

Code of Conduct

Preamble: Teachers need to familiarize themselves with this code and formally inform their speakers, parents, and supporters about these ethics and rules prior to competition each school year.

PARTICIPANTS: GENERAL

- a. All participants should be dressed in appropriate attire.
- b. Participants shall be courteous and friendly to other competitors, judges, organizers and guests.
- c. Participants shall use language conducive to proper public speaking decorum. Profanity is unacceptable.
- d. In the event of a complaint, all participants must bring the issue to their teachers only, who will then approach the tournament organizer on their behalf. Complaints must be lodged immediately after all speeches in a Grade being presented.
- e. Participants shall not argue with the judge or their opponents about the conduct or the result of the speech. Participants shall not dispute the results in the presence of the judge(s).
- f. Speakers, parents and supporters shall not seek to influence the judges by means other than the actual presentation by the student.
- g. Speakers shall not breach normal courtesy by interruption, heckling, grimacing or whispering loudly while an opponent is speaking.
- h. Speakers shall not, either by word or action, seek to belittle their opponents.

PARENTS AND SPECTATORS:

- a. Parents and spectators, both student and adult, will demonstrate courtesy and good sportsmanship by positive encouragement (before and after a speech) for their children.
- b. Parents and spectators will demonstrate respect towards opponents, teachers, coaches, judges and tournament organizers.
- c. In the event of a complaint, parents and spectators are only permitted to approach their team/child's teacher, who will then approach the tournament organizer (in that order). Parents, spectators and coaches will not approach opposing speakers, coaches or judges, unless to communicate their appreciation to the volunteers for their efforts.
- d. Parents will encourage their child to follow the rules.
- e. Parents and spectators will act in a supportive manner towards all volunteer personnel, who help in the development of all participants' skills, and encourage the promotion and growth of the Young Speakers Association.

Teacher Resources

Speech Overview

A good speech has many of the same characteristics as a good-piece of writing does, such as those listed in the 6+1 Traits of Writing. In particular, having students write and present speeches would assist them in learning:

- a) Voice
 - personality, style
 - emotion & energy
 - sense of audience & purpose
- b) Organization
 - logical effective structure
 - inviting introduction
 - satisfying conclusion
 - main ideas and details that go together
- c) Ideas & Content
 - clarity and focus
 - specific main idea
 - strong supporting details
- d) Word Choice
 - careful choice of words
 - vivid word pictures
 - strong verbs
 - precise nouns
- e) Sentence Fluency
 - smooth and flowing
 - using rhythm and cadence
 - variety in sentence structures and beginnings



There is a strong link between speaking and writing. Students who are able to write a speech that clearly communicates their thoughts or ideas are able to translate those skills to writing. One of the advantages of having students write and present a speech is that they get immediate feedback about what they have written, often from multiple sources.

Grade 4, 5, 6 Speaking Evaluation: Original Oratory

GUIDELINES FOR SPEECH

ORIGINAL ORATORY

A prepared speech intended to inform, entertain, or persuade, or any combination of these purposes.

Development of the speech will be according to its main purpose:

TO INFORM

This type of speech usually tells how something is done, or gives information to the reader.

Examples: How to ride a skateboard
 How grain is harvested
 The history of the Roman Empire

The way in which the speech is developed might include:

- a) chronological order
- a) structure/function method (discussing a system, its parts, and each part's function)
- b) spatial method (discussing various sections of something or place)
- c) chain of events method (showing how one thing causes the next to happen)

TO ENTERTAIN

This type of speech is light in tone, and most often contains a story or anecdote. Often contains humor.

This type of speech is most often developed through telling a story, real or fictional, or relating a personal experience.

Examples: My first job
 The best birthday present ever

TO PERSUADE

This type of speech intends to convince you that what the speaker says is true.

Often answers the question "why", and supplies reasons, proof or evidence.

May pose a problem, present a solution, and appeal for audience action.

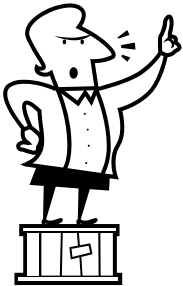
The speech must be very well **organized**. Simply put, the speaker will tell you what he is going to say, say it, and then tell you what he said.

There should be 3 recognizable parts to this organization, the introduction, the body, and the conclusion

INTRODUCTION

Should grab the reader's attention...may use a startling statement, a quote, a humorous anecdote, or a story to begin.

The introduction is like a road map for the speech...it gives you an outline of what the speaker will talk about, and lists the main supporting points of the speech.



BODY

The middle part of the speech, where the speaker gives detailed information about the main supporting points mentioned in the introduction. Depending on the purpose of the speech, this may be through reasons, evidence, the instructions on how to do something, or the thoughts or stories or ideas the speaker wishes to entertain you with.

All details in this section must support the main idea of the speech.

The main supporting points should be developed in the same order in which they were presented in the intro.

CONCLUSION

Brief!

Restates the main point and supports of the speech.

Wraps up the speech.

Often contains a "punch line" ...a memorable ending of some sort (a quotation, humorous or shocking statement.)

Rules for Oratory

Time: 3 minutes maximum (no minimum)

- a) any subject of interest, to inform, entertain, or persuade
- b) originally written by speaker
- c) not more than 10% "quoted" material
- d) manuscript may be held, but no obvious reading

Your speech should be well organized with a clear beginning, middle and end.

You will be graded on content and organization, as well as delivery.

You will receive a mark for Language Arts and/or _____.



Guidelines

- a) The speaker must construct an original speech meant to persuade, entertain or inform.
- b) Students must speak on the topic given.
- c) Not more than 10% of an oration may consist of quoted materials.
- d) During the delivery of speech, notes on 4X6 or 3X5 cards, may be held or referred to by the student, but there should be no obvious reading except when using quotations.
- e) A speaker using notes should not be penalized for doing so provided he/she follows criterion (d).
- f) Maximum speaking time will be three (3) minutes. There is no minimum (Just as there is no minimum mark-> 0 minutes = 0% mark).
- g) Three minutes is the maximum time. If after a 15 second grace period the student continues, the chairperson will stop the student at the end of an additional 15 seconds.



Grade 5 Speaking Evaluation: Speech to Inform

Your assignment is to make a speech that informs or explains something to your audience.

Possible Topics: How to Tie a Windsor Knot with a Tie
 How to Estimate Numbers for Addition or Subtraction
 The Best Way to Make Pizza
 Introduce and Tell About Yourself
 How to Learn to Skip

This speech is due on: _____

Your speech should be well organized with a clear beginning, middle and end.

You will be graded on content and organization, as well as delivery.

You will receive a mark for Language Arts.



Guidelines

- a) The speaker must construct an original speech meant to inform.
- b) Students must speak on the topic given.
- c) Not more than 10% of an oration may consist of quoted materials.
- d) During the delivery of speech, notes on 4X6 or 3X5 cards, may be held or referred to by the student, but there should be no obvious reading except when using quotations.
- e) A speaker using notes should not be penalized for doing so provided he/she follows criterion (d).
- f) Maximum speaking time will be three (3) minutes. There is no minimum (Just as there is no minimum mark-> 0 minutes = 0% mark).
- g) Three minutes is the maximum time. If after a 15 second grace period the student continues, the chairperson will stop the student at the end of an additional 15 seconds.

Grade 5 Speaking Evaluation: Speech to Persuade

Congratulations!! As a person deeply concerned about the environment you went to the principal of your school to ask his help in reducing electrical consumption at the school. He commended you on being an environmental citizen and for setting a model of positive leadership for others. Not only that, he has given you 3-5 minutes at the next school assembly to **persuade** students that they need to decrease energy usage at home and school and how they can do it.

Suggestions:

- a) Tell the students why there is a **need** for change, how to change (a **plan** of 3-5 points) and the good things that will come about from following the plan (**benefits**).
- a) Create a list of all the things you can do at home or at school to decrease electrical consumption.
- b) Where possible use generalizations like "Turn off the electrical devices when they are not in use" instead of specific statements like "Turn off lights when they are not in use."
- c) You may want to include low power or no power alternatives to using particular devices.
- d) Discuss and exchange ideas with your classmates and people outside your classroom.
- e) Research further by talking to experts (e.g. phone the local power company) and by referring to books, pamphlets and information on the Internet.
- f) Get audience attention with a thought provoking introductory statement or question.
- g) In your conclusion you should repeat the main points by rephrasing and abbreviating them.
- h) Finish with a strong conclusion that makes an impact.

This speech is due on: _____

**Your speech should be well organized with a clear beginning, middle and end.
You will be graded on content and organization, as well as delivery.**



Guidelines

- a) The speaker must construct an original speech meant to persuade.
- b) Students must speak on the topic given.
- c) Not more than 10% of an oration may consist of quoted materials.
- d) During the delivery of speech, notes on 4X6 or 3X5 cards, may be held or referred to by the student, but there should be no obvious reading except when using quotations.
- e) A speaker using notes should not be penalized for doing so provided he/she follows criterion (d).
- f) Maximum speaking time will be five (5) minutes. There is no minimum (Just as there is no minimum mark-> 0 minutes = 0% mark).
- g) Five minutes is the maximum time. If after a 15 second grace period the student continues, the chairperson will stop the student at the end of an additional 15 seconds.

Possible Persuasive Speech Topics

- Downloading music without paying for it is illegal and wrong because it is stealing.
- Television is too violent.
- Do schools have the right to search students' lockers?
- There should be limits on how much television a child watches each day.
- Should schools require their students to wear a school uniform?
- Are beauty contests harmful?
- Should Physical Education in schools be compulsory?
- Should parents be held morally and legally responsible for the actions of their children?
- Should young people be subjected to curfews as a way to reduce crime?
- Should governments be sending people into space?
- Does television have a negative influence on society?
- Should gambling made illegal in Alberta?

SPORTS TOPICS

- Should the use of performance-enhancing drugs in sport be legalized?
- Is sport really good for us?
- There should be salary caps for professional athletes
- Steroid use should be banned from all sports
- Tickets to professional games cost too much and should be lowered
- Professional sports stadiums, like the new Oilers' Hockey arena should not receive tax dollars.
- Community sports programs should be funded by government
- There are benefits of playing team sports for all children
- Athletes are role models and should act that way.
- Violence in sports should not be allowed (hockey, boxing, etc.)
- Sports are too commercial

ORIGINAL ORATORY MARKING GUIDE

Name: _____

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

1 – For did not do 2 – For poor 3 – For Average 4 - For good 5 - For Excellent

CRITERIA:

Achievement of Purpose: _____/5

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

Organization: _____/5

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

Delivery: _____/5

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

Content: _____/5

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

Audience Appeal: _____/5

Did the speaker capture and hold your interest?

Comments:

ORIGINAL ORATORY SPEECH BALLOT

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 are which should be examined.

RULES

- h) The speaker must construct an original speech meant to inform, entertain, or persuade.
- i) 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.
- j) Not more than 10% of an oration may consist of quoted materials.
- k) During the delivery of an oration, notes if a manuscript is being used, may be held or referred to by the contestant, but there should be no obvious reading except when using quotations.
- l) A speaker using manuscript should not be penalized for doing so provided he/she follows criterion (d).
- m) As a contestant completes a speech he/she will remain in the room for the remainder of the speeches.
- n) Maximum speaking time will be three (3) minutes. There is no minimum.
- o) 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. _____
- The *Ninth Best Speaker* was Contestant No. _____
- The *Tenth Best Speaker* was Contestant No. _____

Judge's Signature _____

February 5, 2012

Dear

Thank you for agreeing to judge at the annual Fort Saskatchewan Elementary School Speech competition on Wednesday February 20, 2012. Below is some information to assist you in that role.

As a judge, you have two basic responsibilities. They are:

- a) To rank order the contestants.
- b) To make comments.

Ordering the Contestants

While you have a score sheet, it is a guide to help you rank order the contestants. Ultimately you as a judge decides who is the best speaker, the second best and so on at each grade level. A rank of 1 is given to the best speaker, 2 to the second best, etc. You cannot award ties.

Attached is a sample ballot with the judging criteria. Please ensure that you fill it out completely and sign it before submitting it to the chairperson.

You will not be alone as a judge. While you may not confer in making your decision, there will be at least two other judges sharing the responsibility.

Making Comments

When you make comments there are two guidelines to follow:

- a) Make most of your comments **positive**.
- b) Only give **one**, at most two areas a student may improve on

The reason for this is that we wish to encourage students to continue. Overall, we want this to be a positive experience for all involved. Secondly, giving them only one area for improvement allows them to focus on that for their next speech. If students are given too many areas for improvement they tend to get lost or simply forgotten.

When you come to the school please check in at the office by 12:45. From there you will be escorted to our library where we will have a short briefing. At 1:15 we will start the tournament.

If you have any questions, please feel free to contact me. I look forward to meeting you in our school library at 12:45 pm on Wednesday, February 20.

Sincerely,

Blair Ching

Organizing A School Speech Tournament

To Do List:

- a) *Plan your program – how long will the contest be?*
- b) *Book the gym or area for the contest*
- c) *Order medals/ certificates (Contact Young Speakers Executive about medals)*
- d) *Order prizes (optional)*
- e) *Plan and delegate setup of the gym. This includes*
 - *A sound system*
 - *Podium for speakers – a band music stand is best. It won't hide the speaker and it is easy to move out of the way for those who don't want one.*
 - *Each judge should have a separate table*
 - *Stats people should be far from the audience, judges etc.*
 - *A computer with a spreadsheet helps ensure accuracy and speeds things along*
 - *Have a table to set out medals, certificates, trophies if you are awarding them*
- f) *Photo copy judges' ballots and forms*
- g) *Send out a letter confirming each judge and outlining their duties (see sample)*
- h) *Organize a judges' briefing just prior to the tournament.*

Recruiting Judges

Note:

- a) *You should always have an odd number of judges to help prevent ties*
- b) *Judges who judge at one level (school) are not allowed to judge at the next (Young Speakers Final)*
- c) *Judges should not judge their own children or students*
- d) *Judges may not confer in making their decision*

You can recruit you judges simply by asking.

Sources for Judges

- a) *Central Office Personnel*
- b) *Local elected officials (see section b above)*
- c) *M.L.A's and M.P.'s (see section b above)*
- d) *Bank Managers or employees*
- e) *Members of local service clubs*
 - a. *Note: ask early enough as there is often considerable time between meetings.*
- f) *Employees of Public minded companies*
 - a. *(Often they are simply asked for money instead of their time and so many love the idea of judging)*

Briefing Judges:

As a judge, they have two basic responsibilities. They are:

- c) To rank order the contestants.
- d) To make comments.

Ordering the Contestants

While judges have a score sheet, it is a guide to help them rank order the contestants. Ultimately a judge decides who is the best speaker, the second best and so on at each grade level. A rank of 1 is given to the best speaker, 2 to the second best, etc. Judges cannot award ties.

Show judges a sample ballot with the judging criteria. Please ensure that the judges fill it out completely and sign it before submitting it to the chairperson.

Judges do not act alone. While judges may not confer in making their decision, there will be at least two other judges sharing the responsibility.

Making Comments

When judges make comments there are two guidelines to follow:

- c) They should make most of their comments **positive**.
- d) Only give **one**, at most two areas a student may improve on

The reason for this is that we wish to encourage students to continue. Overall, we want this to be a positive experience for all involved. Secondly, giving students only one area for improvement allows them to focus on that for their next speech. If students are given too many areas for improvement they tend to get lost or simply forgotten.

Reminder of Things You Will Need for Day of Your School Tournament

- Sound System Check
 - Make sure all microphones are hooked up, have the necessary batteries if needed and are in proper working order
- Extra pens/pencils
 - Judges are always in need of pens/pencils to fill out their ballots and make notes
- Extra paper
 - Also handy for judges and volunteers, and making last minutes notes
- Time Cards (samples included)
 - Speakers like to know how much time they have left.

Time Cards

1

2

3

1 1/2

Stop

**Young
Speakers
Invitational
Speech
Tournament**



Grade ____ Results

1st Place Speaker _____

School: _____

2nd Place Speaker _____

School: _____

3rd Place Speaker _____

School: _____

4th Place Speaker _____

School: _____

5th Place Speaker _____

School: _____

|

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Additional Ideas for Topics

1. Television is better than books.
2. Girls have it better than boys.
3. Cats make better pets than dogs.
4. Animals should not be kept in cages.
5. Computers should replace teachers.
6. School should be two hours longer.
7. Beauty is only skin deep.
8. The Olympics are a waste of money
9. Should your class be permitted to go on a field trip this year?
10. Should students be required to wear uniforms at school?
11. Should you be permitted to choose whatever clothes you want to wear outside of school?
12. Should you be permitted to have a job such as mowing yards or baby-sitting if your grades are poor?
13. Should you be permitted to purchase or buy whatever you want to with your own money or allowance?
14. Should you be permitted to get any style of haircut you want?
15. Should you be permitted to have a birthday party and invite friends other than family?
16. Should you be allowed to go anywhere you want to with your friends?
17. Should you be given an allowance or maybe an increase in the amount of your allowance?
18. Should you be permitted to go to a PG-13 or R rated movie?
19. Should you be permitted to have or attend a sleep-over party?

20. Should you be permitted to have a pet?
21. Should you be permitted to join any group you want to--basketball, soccer, girl scouts, martial arts, or others?
22. Should you be required to do chores around the house? Which jobs?
23. Should you be permitted to have your own bedroom?
24. Should you have to dress up for those special occasions that your parents feel are important?
25. Should you be allowed to take up any hobby that you want to?
26. Should you be allowed to take lessons to play any musical instrument you like?
27. Should you be allowed to stay home when the family goes to visit someone for the day?
28. Should you be permitted to have a TV in your bedroom?
29. Should you be allowed to have your ears pierced or maybe pierce other body parts?
30. Should you be allowed to get a tattoo?
31. Should you be required to wear mandatory bicycle helmets?
32. Should you have homework assignments every night?
33. Should there be corporal punishment at school?
34. Does society have a right to put someone to death?
35. Should you have a curfew? If so, what time and on what days?
36. Should the cafeteria offer fast food lunches instead of cafeteria food.
37. Should school hours be changed to 12:00 to 6:00 pm?
38. Should students be allowed to bring their pets to school?
39. Why their favorite book is better than one the school makes them read.
40. Why they should have the freedom to choose their own bedtime.
41. Why they should be able to watch a certain program.

42. Why they should raise or lower the age to vote, smoke or drink.
43. Should kids between the ages of ten and thirteen be dropped off at the mall without adult supervision?
44. Should skateboards be allowed on sidewalks?
45. Should animals be used for scientific experimentation?
46. Should Pokémon cards be allowed in schools?

30 SECOND SPEECHES

Objective: To have students practice their basic oral communications skills.

Directions:

- a) Pick a time keeper and the first speaker
- a) Explain the rules and the steps
 - a. The speaker asks the audience for three topics (that must be suitable for school)
 - b. The speaker selects three people from the audience to give them a different topic.
 - c. From the list of 3 topics, the speaker chooses one topic to speak about.
 - d. At the signal from the timekeeper, the speaker may begin speaking
 - e. The speaker has 30 seconds to talk about the topic. The speaker should try to have an introduction and conclusion.
 - f. It is considered a fault if the speaker uses “Um” or “Er” or too many “Ands”. If the audience feels a fault is happening, they can raise their hands in the air for a moment.
 - g. At the end of 30 (60, 90 etc) seconds the time keeper says “Time”.
 - h. Optional: The speaker can ask for feedback from the audience (who must be instructed on how to do so previously)
 - i. The speaker then gets to choose a volunteer to follow them.
- b) At the conclusion, students vote by a show of hands who they thought gave the best speech.

Video

Media On Demand

Oral Presentations – 13:08 Student Toolbox Series

List of Sources

Alberta Debate and Speech Association

Ann Baty

Guide for Running A Tournament by Emma James