

In this bulletin:

- Role Plays v. Improvisations
- Structure in Impromptu Speaking and Social Speeches
- Leadership Exams
- Seminars in OCESOL

It has been gratifying to see the interest in a wide range of our syllabuses and to be able to respond to the questions asked in relation to teaching these. The following sections, and the responses to Q & A that appeared in the latest ClipBoard, have been developed so that all teachers have the benefit of Speech New Zealand responses.

Role Play v. Improvisations:

These two exercises both have very different purposes and require different techniques in presentation:

A role play is creating a ‘real life’ situation usually to find an appropriate way to resolve a problem or conflict. *Eg: At a basic level: Asking Mrs Brown for your ball back after just breaking her window. Or at a more advanced level: An unsatisfactory article is being returned to the shop where it was purchased. (What is the article? What is wrong with it? Whose fault is it?)*

Students are learning skills in courteous everyday (or work-based) communication and to handle themselves in real situations.

In setting role plays examiners will take into account the maturity of the candidates and the level of the examination. The topic will usually evolve around an aspect taken from a section the candidates have offered in the examination. These are set after discussion with the candidates. It is important that candidates listen carefully to the examiner and are ready to ask for clarification on any aspects that are not clear.

- As these are ‘real-life’ situations there is no discussion before commencing the exercise.
- Candidates need to:
 - discuss and listen to each other with courtesy for other viewpoints
 - show a setting, situation and characters that are true to life
 - find appropriate ways to resolve the problem or conflict.

An Improvisation is totally imaginary. *E.g: At a basic level: Playing in the park with a ball, it rolls under a bush and you discover something strange. Or at a more advanced level: develop an improvisation around a one word title 'Unfair'.*

Students are learning skills to be 'in the moment', to make and accept offers, develop teamwork, and to develop strong imaginations.

In setting improvisations examiners will take into account the age and maturity of the candidates and the level of the examination. The topic will usually evolve around an aspect taken from a section the candidates have offered in the examination. As these are set it is important that candidates listen carefully to the examiner and are ready to ask for clarification on any aspects that are not clear.

- Time is allowed for candidates to briefly plan a structure for this exercise. At senior levels a time limit is set for this.
- Characters and situations can be real and/or imaginary.
- Candidates need to:
 - quickly establish who they are, where they are, and what they are doing
 - be 'in the moment'
 - create an event or problem with a clear climax
 - find a clear strong ending.

Structures for Impromptu Speaking:

In the new Public Speaking Syllabus, Grade 6: Module 2, the theory section calls for discussion on possible structures for impromptu speeches, and the Learning Criteria asks for 3 possible structures. (Page 33) This is to encourage your students to have a greater understanding of how these can work to their advantage, depending on the topic, the audience and the occasion and, of course, the experiences of the student. Some suggestions follow. You will also find these useful as material for quick talks within class work.

Three key aspects:

- Introduce & signpost your key aspects
- Develop each one with supporting material eg opinions backed with reasons or anecdotes
- Sum up and use a clear statement to end.

Pros and Cons:

- Introduce and signpost direction of your argument
- Develop the pros with reasons and supporting material
- Develop the cons with reasons and supporting material
- Draw your conclusions and state them clearly

Past Present Future:

- Introduce and signpost the direction of talk
- Develop each section with relevant material
- Bring ideas to a clear strong ending.

Concentric circles:

- Introduce and signpost the direction of talk
- Either start small – move to larger or reverse. e.g. home – school – community – national – international
- Support each aspect with relevant material
- Bring your ideas to a clear strong ending.

NB You do not need to use each of the steps in the progression – they are a springboard for the structure.

Structures for Courtesy Speeches:

Courtesy speeches are developed cumulatively in the early grades of the Public Speaking syllabus.

At Grade 5 the purpose of bringing in discussion on courtesy speeches is a) to bring the PS syllabus into line with what was a more demanding Speech and Drama syllabus and b) to help candidates develop more understanding of why we have courtesy speeches.

For your students it is certainly useful that they have a ‘formula’ to follow – also good if they are aware that this may vary. Recourse to a ‘formula’ is certainly useful in a real situation where you can suddenly be called upon to, say, introduce or thank a speaker.

You will also note that the second Learning Criteria for discussion on Social Speeches states ‘give **possible** structures for . . .’

The following notes make some suggestions for understanding and structuring Courtesy Speeches:

In all courtesy/social speeches:

- be brief
- be aware of the situation
- be aware of the degree of formality/informality required
- **KNOW YOUR AUDIENCE.**

ANNOUNCEMENT:

The function: To make sure all present fully understand the message to be conveyed.

1. Gain attention.
2. State details of announcement clearly and simply.
3. Give reasons or additional information.
4. Restate details of announcement.

WELCOME:

The function: To make visitor/s feel comfortable and at ease within your group.

1. Express your pleasure at visitor's presence.
2. If appropriate refer to past visits with group.
3. Refer to reason for present visit and/or special highlights.
4. Conclude by looking forward to event or occasion.

INTRODUCING A SPEAKER:

The function: To 'set the scene' for the audience. To make the speaker and his/her subject known to the audience and explain why this particular speaker on this particular occasion.

1. Express pleasure at visitor's presence.
2. Tell the audience something of the activities/background of the speaker that qualifies them to speak on this subject.
3. State why this topic is appropriate for this group at this time.
4. Invite the speaker to address the group and, if appropriate, lead applause. If possible save the name of the speaker to last.

THANKING A SPEAKER:

The function: To convey genuine appreciation of the group to the speaker.
To convey thanks to the speaker rather than the audience.

1. Express appreciation of the time given by the speaker to the group.
2. Comment on some aspect of the talk that you personally appreciated or learnt from.
3. Say how the speaker has helped the group as a whole.
4. Express final thanks and lead applause for the speaker.

Storytelling in Public Speaking:

Grade 6 Module 1 in the new Public Speaking Syllabus specifically looks at the use of storytelling in Public Speaking and including a story (or anecdote) into the structure of a speech.

This section is one that teachers sometimes do find a little confusing – especially when they are approaching it for the first time.

There are now three new resource papers on this on our website:

The Role of Storytelling Public Speaking

<http://www.speechnz.co.nz/wp-content/uploads/2014/06/Story-telling-in-Public-Speaking.pdf>

Storytelling Techniques

<http://www.speechnz.co.nz/wp-content/uploads/2014/06/Storytelling-techniques.pdf>

Story telling Grade 6 Module 1

http://www.speechnz.co.nz/wp-content/uploads/2014/06/Storytelling_G6_2-Pub-Sp.pdf

Introduction to Leadership: Inspirational Reading

Section 3: Read aloud a prepared passage of an inspirational nature suitable for a school assembly, chapel service or other gathering.

Begin with a simple introduction, suited to the occasion, which will include the title and author.
(Limit 3 minutes)

A very good guide here is to begin with **the student and the occasion and the audience**. Then look to what your student might use to inspire that audience on that specific occasion. SNZ is looking for an ability to find a relevant piece of writing (prose or verse). It is very rare that an extract from, say, a book on inspirational speeches by famous speakers actually ‘fits’ with a young speaker and an audience or occasion at which they may be asked to read.

E.g. I recall one candidate who chose an anonymous humorous piece of writing plucked from the internet. He used it for his primary school leaver’s assembly: it was inspirational – and most of all he related well to it as did his audience.

The brief introduction suggested in the syllabus can also be vital for setting up the inspirational nature of the reading and pointing out what listeners should listen for.

Choice of Leader for talk:

Speech NZ frequently has queries about choices of local or national leaders:

- Yes, they may be school leaders, or others such as guide or scout leaders within the community. The key is to guide your students to discover and relate to their leadership attributes.
- Leaders may be living or dead – again, the key is that the student relates to this person and their leadership attributes.

Communicating in Leadership: Choice of role model

- As with the above. Role models may be still living or, as sometimes used, historical figures.
- They may also be from New Zealand or overseas.

OCESOL: Advanced OCESOL level:

Some advice as to proportioning time in **Section One**, 'Conduct a seminar with a small group on the results of an investigation you have carried out' -----The key focus is on introducing the RESULTS of the investigation, and discussing these results with the group. A seminar format is ideal for this, with small numbers and everyone participating.

At least 6/7 minutes of the Section One time frame (10 minutes) should concentrate on introducing and discussing these results. This is the pivotal data that the candidate has collated. The audience can participate also, e.g "why did you choose to investigate this topic?" Or the candidate may wish to ask a question of the audience --"have any of you used self-assessment as part of your study programme before coming to NZ?"

The last 3/4 minutes can then be devoted to following up other discussion points with the audience, using the shared data or statistics from the investigation.

There is no penalty if the time frame is exceeded by a minute or two, but no longer! It is important that the discussion about the RESULTS of the investigation take the major proportion of time. If questions from the participating audience become too excessive, the Examiner may intervene!

The emphasis in this Advanced grade is on the skill of presenting results in English language at an academic level, and facilitating discussion about these results. Does the audience agree with the results? Are they surprised at the results? What are the implications of the results?

In Section Four: The Examiner will always focus on a topic that is of interest to the candidate; current study/ career plans. The key focus is on discussion at a level where current and future plans/study can be explored.

This concludes a very full Teacher Alert. As ever, Speech New Zealand truly welcomes any queries you may have and will endeavour to answer these as promptly as possible. To ensure this happens, please address your queries through the office so they will go directly to the most appropriate person for a response.

Enjoy your teaching

Pam