

# TEACHER ALERT

JUNE 2015

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Speech New Zealand's thoughts go out to you if you have been affected by recent flooding in some areas. I recall a big flood through the Boathouse Theatre in Blenheim some years ago and that was horrendous to clean up. I can only begin to imagine how difficult it would be to have floodwaters through your home or school.

The following are some aspects of syllabus that have arisen either through your questions or from examiners to date this year:

## Public Speaking ASB Performance and Teaching Module 3:

### Section 2 Speaking for or against a motion:

The timing allowed for this is 2 minutes preparation and 5 minutes speaking time. However do be aware that the 5 minutes is a maximum – sometimes a shorter time may be perfectly applicable. There is no sense rambling on once specific points, supported by reasons have been made.

It is important that in their opening students clarify that they rise to speak **for or against** the motion. Similarly at the end students need to have a firm and appropriate conclusion, such as a brief summary of reasons and restating of their position. The Learning Criteria does not specifically cover this, although at Diploma level it would be assumed that an opening and closing would be included in - 'Structure content and use logical argument'. The key is what might/should happen in a real situation.

## Choice of Audiences Diploma level:

In most sections, Speech and Drama or Public Speaking, where students are asked to give their audience, the choice is fairly open. However in **Speech and Drama, Associate and Advanced Associate, Module 1**, the requirement is specifically 'for an adult audience'. There have been queries as to what constitutes an adult audience. Many students entering at this level are Year 13 and thus wish to present material to a realistic audience who are also Year 13. This is perfectly acceptable. The intention at this level is that the programme itself contains mature material and thus requires a more mature audience.

## Speech and Drama Module 3 Literature Grades 6, 7 & 8:

Please double check there is a clear connection between Section 1, the talk, and Section 2, the performance. Section 2 should clearly relate to an aspect of the talk. This should also be emphasised when presenting both sections as a programme so that the aspect is clear for the audience. When the two sections are presented separately, then the connection between the talk and the performance still needs to be clearly stated.

It is perfectly acceptable for a group to present separate talks and then a joint presentation for Section 2 - however in this case the aspect(s) being illustrated should also be very clearly stated for each candidate. For instance: I have seen different, but complementary, talks given by two candidates on the works of Chekhov and then a shared scripted piece which illustrated different aspects appropriate to each talk.

## Honours reports Grade 6, 7 & 8:

**Do remind your students to keep these reports in a safe place so that when your student has three Honours/Honours Plus reports for that grade they can readily be found and sent in as a scholarship application.**

## OCESOL Intermediate:

Section 2: Present a talk or drama about a person/event or place that has influenced you.

**Question:** My student is presenting a drama which aims to show how much her grandfather has influenced her. She talks to the international dean and international club about her grandfather and then illustrates his traits by acting out her grandfather.

**Answer:** From Pauline Douglas who is our OCESOL advisor: The drama you suggest with the theme of how much her grandfather has influenced her would be perfect! The candidate is using her own experience of the influence of a loved family member, how moving the drama will be!

## Professional Speaking Syllabus:

Do ensure you have a copy of this - Speech New Zealand has an increasing number of senior and adult students using this valuable syllabus. If you have any specific queries relating to its use please do not hesitate to contact the office.

## Review or Oral Communication Assessment Syllabus:

This syllabus is being reviewed prior to a reprint. Speech New Zealand welcomes suggestions from practitioners in the field, so if you have any ideas or suggestions we would be very pleased to receive them. Please send them to Helen Balch who is co-ordinating this by 1 August.

Email: [lye@paradise.net.nz](mailto:lye@paradise.net.nz)

## Group Sizes:

Please remember that groups should not exceed four candidates.

## Social Media:

Speech NZ Facebook page is currently being revamped so do look out for that. Meantime you might like to follow us on Twitter to find lots of useful contacts and information.

If you are not confident about using Twitter - look back at page 6 on our September 2013 issue of ClipBoard, or find it on <http://www.speechnz.co.nz/wp-content/uploads/2013/08/2013-September.pdf>

## A useful reference:

A friend in the UK sent me the following link from a Daily Mail article on gadgets being blamed for a 70% leap in child speech problems in just six years. Check it out for yourself on:

<http://www.dailymail.co.uk/news/article-2253991/Gadgets-blamed-70-cent-leap-child-speech-problems-just-years.html#ixzz3dBqIFqhl>

## But wait there is more.....

A brilliant book on child development:

**“A Moving Child is a Learning Child: How the Body Teaches the Brain to Think”.**

By Gill Connell and Cheryl McCarthy (Free Spirit Publishing).

A teacher, Anne McAuley, alerted me to this book. She states: It has a wealth of information on brain activity and early learning, language and communication, active play and movement etc. Gill Connell, a child development authority, is a New Zealander who lives in Christchurch - she teamed up with an American to produce this ground breaking book for teachers and parents to facilitate learning through active play in the early years. Published 2014. There is a section on the influence of technology plus good material on language. It's available through Amazon and Fishpond or it may be sourced through a local library.

There is also a website: [www.movingsmart.co.nz](http://www.movingsmart.co.nz) which contains comprehensive information regarding Moving Smart programmes, courses and resources for school administrators, educators and parents. Plus a blog on early child development and movement insights for moms, dads, educators, and child care professionals. [movingsmartblog@blogspot.com](mailto:movingsmartblog@blogspot.com)

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Please, always feel free to send in any queries you may have on the syllabus, no matter how small they may seem to you. If you are new to teaching or our syllabuses, they can appear somewhat daunting. We are here to help.

I trust you have had a good year to date and that you will enjoy the holidays that are just around the corner.

Warm regards

**Pam**

Chair Examinations Division

**Speech New Zealand**

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