COS Public Speaking

Stage 3 (including 4/5P)-Term 3-Weeks 1-6

The planned learning experiences are designed to enable each student to compose a 3-4 minute speech on a given topic as part of the COS Public Speaking competition.

Years 5 & 6: What does being Australian mean?

Years 3 & 4: Kids can make a difference.

Each student will:

\*understand the purpose and audience of their speech & compose accordingly

\*have clear knowledge of the success criteria expectations

\*engage in learning sequences to deepen their understanding of speech composition & enhance their ability to compose

\*think creatively and critically, problem solve and collaborate to generate a work sample





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| **Cross-curriculum priorities** |
| Aboriginal and Torres Strait Islander histories and cultures | **Aboriginal and Torres Strait Islander histories and cultures** |
| Asia and Australia's engagement with Asia   | **Asia and Australia's engagement with Asia** |
| Sustainability | **Sustainability** |
| **General capabilities** |
| **Critical and creative thinking** | **Critical and creative thinking** |
| Ethical understanding | **Ethical understanding** |
| Information and communication technology capability | **Information and communication technology capability** |
| Intercultural understanding | **Intercultural understanding** |
| Literacy | **Literacy\*** |
| Numeracy | **Numeracy** |
| Personal and social capability | **Personal and social capability** |
| **Other learning across the curriculum areas** |
| Civics and citizenship | **Civics and citizenship** |
| Difference and diversity | **Difference and diversity** |
| Work and enterprise | **Work and enterprise**  |

**Stage 2:**

**English Outcomes & Content**

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|  | **OBJECTIVE** | **OUTCOME** | **CONTENT** |
| **B****Year 4** | Speaking & Listening 2 | **EN2-6B:** identifies the effect of purpose & audience on spoken texts, distinguishes between different forms of English & identifies organisational patterns & features | **Develop & apply contextual knowledge*** discuss ways in which spoken language differs from written language & how spoken language varies according to different audiences, purposes & contexts
* understand that languages have different written & visual communication systems, different oral traditions & different ways of constructing meaning (ACELA1475) Intercultural understanding **Critical and creative thinking** Aboriginal and Torres Strait Islander histories and cultures

**Understand & apply knowledge of language forms & features*** identify organisational patterns & language features of spoken texts appropriate to a range of purposes (interview/reporting)
* understand the use of vocabulary in discussing & presenting spoken texts in familiar & unfamiliar contexts

**Respond to & compose texts*** plan, rehearse & deliver presentations incorporating learned content & taking into account the particular purposes & audiences (ACELY1689) Personal and social capability **Critical and creative thinking**
* discuss how writers & composers of texts engage the interest of the reader or viewer
* listen to & contribute to conversations & discussions to share information & ideas & negotiate in collaborative situations (ACELY1676) Personal and social capability
* plan & deliver short presentations, provideing some key details in logical sequence (ACELY1677)
* enhance presentations by using some basic oral presentation strategies, eg: using notes as prompts, volume & change in emphasis
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| Writing & Representing 2 | **EN2-7B:** identifies & uses language forms & features in their own writing appropriate to a range of purposes, audiences & contexts | **Develop & apply contextual knowledge** * understand how a range of language features can shape readers’ & viewers’ understanding of subject matter
* identify & analyse the purpose & audience of imaginative, informative & persuasive texts

**Understand & apply knowledge of language forms & features*** describe how audience & impact on language forms & features in imaginative, informative & persuasive texts
* examine how evaluative language can be varied to be more or less forceful (ACELA1477)
* understand how audience & purpose influence the choice of vocabulary

**Respond to & compose texts*** discuss how texts, including their own, are adjusted to appeal to different audiences, how texts develop the subject matter & how they serve a wide variety of purposes
* express a point of view for a particular purpose in writing, with supporting arguments
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| Grammar, Punctuation & Vocabulary | **EN2-9B:** uses effective & accurate sentence structure, grammatical features, punctuation conventions & vocabulary relevant to the type of text when responding to & composing texts | **Develop & apply contextual knowledge*** understand that effective organisation of ideas in imaginative, informative & persuasive texts enhances meaning
* understand that choice of vocabulary impacts on the effectiveness of texts

**Understand & apply knowledge of language forms & features*** understand that paragraphs are a key organisational feature of written texts (ACELA1481)
* understand that meaning of sentences can be enriched through the use of noun groups/phrases & verb groups/phrases & prepositional phrases (ACELA1493)
* identify a variety of connectives in texts to indicate time, to add information & to clarify understanding

**Understand & apply knowledge of vocabulary*** experiment with vocabulary choices to engage the listener or reader
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| **C** | Thinking Imaginatively, Creatively & Interpretively | **EN2-10C:** thinks imaginatively, creatively & interpretively about information, ideas & texts when responding to & composing texts  | **Develop & apply contextual knowledge*** identify & analyse the different organisational patterns & features to engage their audience

**Understand & apply knowledge of language forms & features*** identify creative language features in imaginative, informative & persuasive texts that contribute to engagement

**Respond to & compose texts*** use visual representations, including those digitally produced, to represent ideas, experience & information for different purposes & audiences Information and communication technology capability **Critical and creative thinking**
 |
| **D** | Expressing Themselves | **EN2-11D:** responds to & composes a range of texts that express viewpoints of the world similar to & different from their own | **Engage personally with texts*** recognise how aspects of personal perspective influence responses to texts

**Understand & apply knowledge of language forms & features*** understand differences between the language of opinion & feeling & the language of factual reporting or recording (ACELA1489)

**Respond to & compose texts*** compose a variety of texts, eg simple poetry, that include aspects of home & local community life
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| **E** | Reflecting on Learning | **EN2-12E:** demonstrates awareness of how to reflect on aspects of their own & others’ learning | **Develop & apply contextual knowledge*** recognise how own texts can be influenced by a rich text environment

**Respond to & compose texts*** discuss the roles & responsibilities when working as a member of a group & understand the benefits of working collaboratively with peers to achieve a goal
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**Stage 3:**

**English Outcomes & Content**

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|  | **OBJECTIVE** | **OUTCOME** | **CONTENT** |
| **A** | Speaking & Listening  | **EN3-1A:** communicates effectively for a variety of audiences & purposes using increasingly challenging topics, ideas, issues & language forms & features | **Develop & apply contextual knowledge*** understand that strategies for interaction become more complex & demanding as levels of formality & social distance increase (ACELA1516) **Critical and creative thinking**

**Understand & apply knowledge of language forms & features*** develop criteria to evaluate the effectiveness of spoken texts
* use metalanguage to describe the effects of ideas, text structures & language features on particular audiences (ACELT1795) **Critical and creative thinking**

**Respond to & compose texts*** plan, rehearse & deliver presentations, selecting & sequencing appropriate content & multimodal elements for defined audiences & purposes, making appropriate choices for modality & emphasis
* use interaction skills, varying convention of spoken interactions such as voice volume, tone, pitch & pace, according to group size, formality of interaction & needs & purposes (ACELY1796)
* participate in & contribute to discussion, clarifying & interrogating ideas, developing & supporting arguments, sharing & evaluating information, experiences & opinions (ACELY1709) Personal and social capability **Critical and creative thinking**
* discuss & experiment with ways to strengthen & refine spoken texts in order to entertain, inform, persuade or inspire an audience
 |
| Writing & Representing  | **EN3-2A:** composes, edits & presents well-structured texts | **Engage personally with texts*** understand & appreciate the way texts are shaped through exploring a range of language forms & features & ideas
* recognise & discuss issues related to the responsible use of digital communication Ethical understanding Information and communication technology capability

**Develop & apply contextual knowledge*** explore & analyse the effectiveness of informative & persuasive devices in texts
* understand & use the key elements of planning, composing, reviewing & publishing in order to meet the increasing demands of topic, audience & language

**Understand & apply knowledge of language forms & features*** plan, draft & publish imaginative, informative & persuasive texts, choosing & experimenting with text structures, language features, images & digital resources appropriate to purpose & audience (ACELY1704, ACELY1714)

**Respond to & compose texts*** compose imaginative & informative texts that show evidence of developed ideas
* reread & edit students’ own & others work using agreed criteria & explaining editing choices (ACELY1705, ACELY1715)
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| Reading & Viewing  | **EN3-3A:** uses an integrated range of skills, strategies & knowledge to read, view & comprehend a wide range of texts in different media & technologies | **Develop & apply contextual knowledge*** understand how texts vary in purpose, structure & topic as well as the degree of formality (ACELA1504) **Critical and creative thinking**

**Understand & apply knowledge of language forms & features*** analyse how text structures & language features work together to meet the purpose of a text (ACELY1711) **Critical and creative thinking**
* identify the impact of first-person & third-person narration on the reader/viewer
* recognise & compare how composers use a range of language features, including connectives, topic sentences & active & passive voice, to achieve their purposes

**Respond to, read & view texts*** navigate & read texts for specific purposes applying appropriate text processing strategies, for example, predicting & confirming, monitoring meaning, skimming & scanning (ACELY1702) **Critical and creative thinking**
* use comprehension strategies to interpret & analyse information & ideas, comparing content from a variety of textual sources including media & digital texts (ACELY1703, ACELY1713) **Critical and creative thinking** Information and communication technology capability
 |
| Spelling | **EN3-4A:** draws on appropriate strategies to accurately spell familiar & unfamiliar words when composing texts | **Respond to & compose texts*** integrate a range of spelling strategies & conventions to accurately spell most words, including words of many syllables, when composing imaginative & other texts
* use morphemic, visual, syntactic, semantic & phonological strategies, eg recognition of letter patterns of words, when composing texts
* demonstrate an awareness of the limitations of spell check features in digital communication
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| **B** | Responding & Composing | **EN3-5B:** discusses how language is used to achieve a widening range of purposes for a widening range of audiences & contexts | **Develop & apply contextual knowledge*** identify & discuss how own texts have been structured to achieve their purpose & discuss ways of using conventions of language to shape readers’ & viewers’ understanding of texts

**Understand & apply knowledge of language forms & features** * identify & explain characteristic text structures & language features are used in imaginative, informative & persuasive texts to meet the purpose of the text (ACELY1701)

**Respond to & compose texts*** compose more complex texts using a variety of forms appropriate to purpose & audience
* consider & develop sustained arguments & discussions supported by evidence
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| Grammar, Punctuation & Vocabulary | **EN3-6B:** uses knowledge of sentence structure, grammar, punctuation & vocabulary to respond to & compose clear & cohesive texts in different media & technologies | **Develop & apply contextual knowledge** * understand that language is structured to create meaning according to audience, purpose & context
* understand that choices in grammar, punctuation & vocabulary contribute to the effectiveness of texts

**Understand & apply knowledge of language forms & features*** identify & explain how choices in language, for example modality, emphasis, repetition & metaphor, influence personal response to different texts
* experiment using a range of language features, eg connectives, topic sentences, active & passive voice & nominalisation

**Understand & apply knowledge of vocabulary*** understand the use of vocabulary to express greater precision of meaning & know that words can have different meanings in different contexts (ACELA1512)
* investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling & opinion (ACELA1525)

**Respond to & compose texts*** select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive & colloquial, when composing texts
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| **C** | Thinking Imaginatively, Creatively, Interpretively & Critically | **EN3-7C:** thinks imaginatively, creatively, interpretively & critically about information & ideas & identifies connections between texts when responding to & composing texts | **Engage personally with texts*** think critically about aspects of texts such as ideas & events

**Respond to & compose texts*** adapt aspects of print or media texts to create new texts by thinking creatively & imaginatively **Critical and creative thinking**
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| **D** | Expressing Themselves | **EN3-8D:** identifies & considers how different viewpoints of their world, including aspects of culture are represented in texts | **Develop & apply contextual knowledge*** make connections between students’ own experiences & those of characters & events represented in texts drawn from different historical, social & cultural contexts (ACELT1613)

**Respond to & compose texts*** identify & describe the representation of people, places & events in film & the media
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| **E** | Reflecting on Learning | **ENe-12E:** demonstrates awareness of how to reflect on aspects of their own & others’ learning | **Respond to & compose texts*** formulate questions for specific purposes, eg to clarify & reflect **Critical and creative thinking**
* discuss & reflect on the roles & responsibilities when working as a member of a group & evaluate the benefits of working collaboratively with peers to achieve a goal
* critically reflect on the effectiveness of their own & others’ writing, seeking & responding to feedback
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**ICT Outcomes & Content**

ICT Capability in English

The study of English enables students to develop and apply knowledge, understanding and skills of ICT in their composing, responding and presenting, and as part of the imaginative and critical thinking they undertake in English.

Students have the opportunity to become competent, discriminating and creative users of ICT as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information. Students will learn about the ethics of information communication through technology.( http://syllabus.bos.nsw.edu.au/support-materials/integrating-ict/)

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| **ORGANISING ELEMENTS** | **DEVELOPING & ACTING WITH** | **CONCEPT**Students: | **SKILL**Students: |
| Applying social & ethical protocols & practices when using ICT | * recognise intellectual property
 | \*identify the legal obligations regarding the ownership & use of digital products & apply some referencing conventions | \*list all sources, authors names & URLs of information they use |
| * apply digital information security practices
 | \*independently apply strategies for determining & protecting the security of digital information & assess the risks associated with online environments | \*using non-predictable user names & passwords |
| * apply personal security protocols
 | \*identify the risks to identity, privacy & emotional safety for themselves when using ICT & apply generally accepted social protocols when sharing information in online environments, taking into account different social & cultural contexts | \*understand the dangers of providing personal information; recognising & reporting cyberbullying; not revealing details of identity; avoiding language offensive to particular groups of people |
| * identify the impacts of ICT in society
 |  |  |
| Investigating with ICT | * define & plan information searches (ACELY1712)
 | \*use a range of ICT to identify & represent patterns in sets of information & to pose questions to guide searching for or generating further information | \*use **tables**, charts & graphic organisers such as **concept maps** |
| * locate, generate & access data & information (ACELY17123)
 | \*locate, retrieve or generate information using search engines & simple search functions & classify information in meaningful ways | \*search & locate files within **school directory**; search across **web** or **within site**; organising **folders**, **tables** or databases |
| * select & evaluate data & information (ACELY1704)
 | \*assess the suitability of data or information using a range of appropriately given criteria | \*select the most useful/reliable/relevant digital resource from a set of three or four alternatives |
| Creating with ICT | * generate ideas, plans & processes (ACELY1704)
 | \*use ICT effectively to record ideas, represent thinking & plan solutions | \*use concept mapping & brainstorming software to generate key ideas |
| * generate solutions to challenges & learning area tasks (ACELT1618)
 | \*independently or collaboratively create & modify digital solutions for particular audiences & purposes | \*apply purposeful editing & refining processes |
| Communicating with ICT | * collaborate, share & exchange (ACELY1711)
 | \*select & use appropriate ICT tools safely to share & exchange information & to safely collaborate with others | \*posting to a bulletin board (Padlet)  |
| * understand computer mediated communications (ACELT1618)
 |  |  |
| Managing & Operating ICT | * select & use hardware & software (ACELY1717)
 | \*safely operate a range of devices to undertake specific tasks & use basic troubleshooting procedures to solve routine malfunctions | \*select specific graphics software or graphic tools in word processors |
| * understand ICT systems (ACELY1711)
 |  |  |
| * manage digital data
 | \*manage & maintain data on different storage mediums-locally & on networks | \*save/export data in files of different formats; moving data from one location to another |

**Explicit Teaching Sequence**

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| **Learning Experiences** | **Resources** | **Register** |
| **Lesson 1****Learning Intention:** To outline & explain what the ‘COS Public Speaking Competition’ is & the criteria students are required to meet to be successful.* Outline the task:

Students will:\*prepare a 3 minute speech (to be complete by 4 minutes) on the topic ‘What does being Australian mean?’\*present their speeches in class Friday 21st August (Week 6)Teachers will:\*choose 2 students from each year to progress to School Stage Finals Friday 4th September (Week 8) \*choose top speaker from each stage to represent SPS at COS Public Speaking Competition 2015 at Warilla High School on Friday 9th October (Monday 14th September-Week 10)* Outline the standards:

\*no props can be used\*a microphone on a stand will be used\*palm cards must be used\*a single bell will sound when the minimum time limit is reached & a double bell will sound when the maximum time limit is reached\*students will be judged according to the marking criteria provided\*each school final will be adjudicated by Cassandra Napier & a Wollongong Toastmaster representative* Explain the marking criteria:

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| Speech Components | Marking Components |
| STRUCTURE | Introduction |
| Logical sequence & linking of content, conclusion |
| Language control & metalanguage |
| CONTENT | Addresses given topic |
| Identifies & explains key issues |
| Supports opinion with resources & evidence |
| DELIVERY | Vocal (volume, tone, pauses, pacing) |
| Physical (eye contact, body language/stance) |

\*a mark will be deducted for every 30 seconds under the minimum time limit & 30 seconds above the maximum time limit\*marks are given-1: Limited, 2: Sound, 3: Effective, 4: Extensive* Briefly explain each speech component-further elaboration will be given at relevant points in speech construction
* Commence planning:

\*students collaboratively brainstorm online in a Padlet setup for their class6B: <http://padlet.com/karen_atkins/pni7hl0f9k6c>6S: <http://padlet.com/karen_atkins/kgkekjik2wtp>5/6G: <http://padlet.com/karen_atkins/ds0izze8rej4>4/5P: Year 5: <http://padlet.com/karen_atkins/nbhrro2zvwph>4/5P: Year 4: <http://padlet.com/karen_atkins/zqnk87fqsmg2>5M: <http://padlet.com/karen_atkins/y9q0r9s4wkh2>\*each student adds any information that is triggered by the topic (all contributions accepted)**Lesson 2****Learning Intention:** To categorise information from collaborative Padlet in a self-constructed graphic organizer eg: a table, point form under headings… as a plan for the writing of their speech.Students will:* construct a graphic organizer
* categorise similar/like/related information from the padlet under headings (formed independently)
* discuss how gathering like information is preparation for paragraph writing
* read & review graphic organizer information & analyse how it relates to topic
* choose 3 categories to be included in speech
* discuss how the ‘topic sentence’ could be constructed
* engage in discussion on how the topic sentence oud be elaborated upon, what evidence could they give & why it is important to the topic
* raise questions to clarify information or process

**Lesson 3****Learning Intention:**  To use categorised information, speech graphic organizer & knowledge gained from interaction with the Smore flyer to formulate an introduction.Students will:* access Smore flyer <https://www.smore.com/cfpzd-cos-public-speaking> speech graphic organizer

 <http://www.chicagoagr.org/ourpages/auto/2014/11/25/52464399/4H%20Speech%20Worksheet.pdf> & categorized information* view & discuss Slideshare pages 1-12 as a class, in pairs, individually
* use the speech writing graphic organize to commence writing an introduction
* read & review introductions as a class, discuss if **key components of an introduction** are present & provide constructive criticism for improvement

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| Component | How |
| Get audience attention | **Attention Grabbers:** rhetorical questions, startling fact, quote, brief story, relevant joke, something familiar that audience can relate to |
| State your topic | A sentence that tells what the entire speech is about, be direct, state your position & what you hope to accomplish |
| Establish credibility | What your experience is with the topic, why you’re an authority on the topic |
| Preview your main points | State 3-5 main points BRIEFLY that you plan to make, ensure points are clear |

* re-read & edit introductions with particular reference to ensuring students have an ‘audience grabber’ to commence their speech

**Lesson 4****Learning Intention:** To structure & write effective paragraphs to present 3 points in the body of the speech.* reiterate that the 3 points chosen will form the body of the speech
* explain that a good paragraph needs to include:

**Topic Sentence – the topic, point or focus of the sentence****Explanation – expand on the point and give more detail****Evidence – support your idea with quotes, evidence and examples****Link – link the point back to the overall theme of the text*** view & discuss TEEL Slideshare
* discuss transition words-refer students to Smore flyer for examples & pages 13-14 of Slideshare for consolidation
* provide writing time on speech graphic organizer-remind students to read the guide questions/tips on the speech graphic organizer
* have students share their first paragraphs-read & review how to construct an effective paragraph as a class, have students share their first paragraphs, discuss if key components of a paragraph are present & provide constructive criticism fo improvement
* elicit responses from students as to what transition word would enable their next point to be smoothly introduced; provide some examples using student speeches
* continue to write the body of the speeches (monitor & assist as necessary)

**Lesson 5****Learning Intention:** To identify the components of a conclusion & utilise the knowledge to construct a purposeful end to their speeches.* view & discuss Slideshare pages 15-19 as a class, in pairs, individually
* provide time for students to write the conclusion to their speeches
* read & review conclusions as a class, discuss if key components of a conclusion are present & provide constructive criticism for improvement

**Conclusion:****\*signal end of speech-‘So you can see’ ‘To conclude’****\*summarise points again****\*end with a memorable thought****\*REMEMBER-DON’T: end abruptly, ramble, introduce new points, say ‘That’s it’ ‘I guess that’s my speech’ ‘That’s all I’ve go-Thanks’****Lesson 6****Learning Intention:** Students will evaluate their speeches with reference to resources provided, change, edit & complete for presentation using a success criteria checklist.Students will:* continue to write their speeches
* read & edit their speeches
* analyse their work using the Success Criteria checklist
* self-reflect on where they made mistakes, record parts they found difficult-ascertain why, identify what they need to change & initiate ways to do this (access information provided, ask a peer, seek teacher assistance) & record their ideas & thoughts
 | **Collaborative Brainstorming:** [**Padlet**](http://www.padlet.com)[**COS Smore**](https://www.smore.com/cfpzd-cos-public-speaking)[**Speech Writing**](http://www.slideshare.net/jmillspaugh/writing-your-introduction-transitions-and-conclusion)[**SMART Teaching Strategies**](http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2015/index.php?id=lw_para_s4b_14)[**Education Scotland**](http://www.educationscotland.gov.uk/knowledgeoflanguage/english/grammarandsyntax/paragraphs/index.asp)[**TEEL**](http://www.slideshare.net/fruittingles2605/teel-topic-sentence)**Success Criteria Checklist****(access through program online)** |  |

**Assessment:**

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| **for Learning** | **as Learning** | **of Learning** |
| * anecdotal records
* comments or notations
* conversations
* feedback
 | * peer assessment
* questioning
* skill practise
* self-assessment
* reviewing
 | * product marked against a set criteria-rubric
* success criteria checklist
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**‘Writing in the Middle Years: Teaching beyond the standard’**

**Module 1:**

Trial 2 thinking strategies:

\*Padlet collaborative brainstorming activity=Generating Ideas

\*Graphic Organiser constructed by student in Word document to **categorise** ideas generating in Padlet=Organising Ideas

Trial 2 supported writing strategies:

\*Think aloud: used during categorising process to create ‘umbrella’ headings for the ideas eg: animals, landmarks, language…=unique

\*Dictogloss: Read this introduction to the students

*‘Ask the question of what Australia is known for to Aussies and foreigners and you'll get answers like Hugh Jackman, Nicole Kidman, Kylie Minogue, kangaroos, koalas, cricket, swimming, Sydney Harbour Bridge, Sydney Opera House, Bondi Beach, Aborigines, Minerals, wine and vegemite. Australia is much more than these. Here are 40 interesting facts to share with family, friends and visitors about Australia.’ (*[*http://www.weekendnotes.com/interesting-facts-about-australia/*](http://www.weekendnotes.com/interesting-facts-about-australia/)*)*

who then ‘captured the essential meanings of the original text’ to commence writing their own introductions.

**Module 2:**

Do some planning & teaching around:

**Audience** **Text Structure** **Mature writing style-passive voice, nominalisation**

Audience & text structure were dealt with using the resources provided in the Smore flyer-<https://www.smore.com/cfpzd-cos-public-speaking> by reading, through discussion & application to own work.