



St. Luke Speech Team

2019-2020

Questions? Contact Ms. Fargo at jfargo@stlukeshoreline.org or call 206-542-1133 x117. For emergencies only call or text to 971-373-0454.

INTRODUCTION

The St. Luke Speech Team has a long history of developing public speaking skills in a fun, supportive environment where individual effort is celebrated and everyone plays an important part in the team. As a member of St. Luke Speech Team, each student is expected to invest time and energy to create an effective speech.

SPEECH TEAM GOALS

EXCELLENCE: bring out the potential in each member

CONFIDENCE: find and/or compose compatible speeches

SPIRIT: recognize team members who show effort

HONEST: give fair, productive, and positive feedback

PRACTICE: learn and master all the vital speech techniques

SPEECH TEAM REQUIREMENTS

REGISTRATION: All paperwork and fees must be complete by October before the first tournament. Registration forms are available at Speech Team meetings and online.

CHOOSING CATEGORIES: Each student must choose one or more speech categories, which are defined later in the Handbook. 7th and 8th graders, especially those returning from last year, are encouraged to choose one each from 'Category 1' and 'Category 2'. 6th graders can choose either, but may only want to focus on one Category at first.

TIME COMMITMENT: Students will need to make time to practice speeches from September through January. Team members are required to attend the Speech meeting each week after school on Thursdays. Speech meetings are important to manage the process and deliver speech technique guidance and team building. **However, successful participation is a matter of regular, independent practice!** Students must set up a regular schedule to practice the chosen speech at least twice a week. Practice could be standing in front of a mirror practicing out loud, performing for a family member, or making a video recording of your speech to improve.

STUDENT RESPONSIBILITIES

Students interested in Speech Team must make a commitment to the program. It takes time to research, format/write (in certain cases), and practice. Students need to:

- Select at least one speech category
- Find and/or write material in the chosen category (except Impromptu)
- Love your speech and want to share it creatively
- Meet all deadlines, especially preparing for tournament dates
- Provide double-spaced, typed (14 point font size recommended) copies of speeches, mounted on black paper
- Make a copy for you and one for the Coordinator
- Provide a folder or plastic cover for your speech
- Participate in the tournament(s) to which you are assigned and/or qualify
- Practice, practice, practice! 20-30 minutes at least two days per week should be the goal. (Literally every day is the best. Consistency is key)

PARENT & FAMILY RESPONSIBILITIES

Parents and/or families of Speech Team students must also make a firm commitment to the program. They include:

- Work with your child to help him/her choose a speech category.
- Help with speech selection, including brainstorming, researching, and writing assistance to develop sections that meet the criteria of the speech category.
- Help to balance school work, sports, and other activities with Speech Team practice and tournaments
- Help your child during practice time by listening, timing the speech and always encouraging them.
- Volunteering to judge at a tournament, bring snacks, or carpool with other Speech Team members.

All families are REQUIRED to provide a judge for at least one of the three tournaments this year. We did not have enough judges last year, and the Team had to forfeit the last tournament. This is very disappointing to those students who have worked so hard! Please complete the volunteer form for your family and plan to provide a judge for at least one of the dates indicated.

TOURNAMENT DATES

St. Vincent de Paul Tournament (Federal Way, WA)	October 2019 (exact date TBA)
Bishop Blanchet Middle School Speech Tournament	December 14, 2019
Seattle Prep Speech Tournament	January 25, 2020

FINDING A SPEECH

One of the biggest challenges of speech is finding and/or writing the actual speech! The goal has to be to find a category and speech that suits the character and interest of the student. Speaking about a passion or reading from a favorite piece of literature that resonates with the student makes writing and performing all the more easier and fun.

Take some time to consider possible sources for a great speech. Talk to other parents who have experience in Speech and ask for advice. The Speech Team Coordinators have a limited supply of speeches in a limited number of categories, but will likewise take time the first meetings to support the students in finding appropriate material.

Think about plays, movies (provided you find a published manuscript) for the interpretive categories, and consider your student's interests and hobbies as a starting point for topic development for the written speech categories.

In the run-up to the first speech tournament at Blanchet, each student will be encouraged to select two speeches, one each from the categories below:

Category 1

Dramatic Interpretive Reading (DI)
Humorous Interpretive Reading (HI)
Dual Interpretive Reading (Duo)
Storybook (Jr. only)

Category 2

Expository (Expos)
Oratory
Editorial Commentary (EdComm)
Impromptu

CATEGORY DEFINITIONS

DRAMATIC INTERPRETIVE READING

A dramatic interpretive reading consists of one or more selections of prose, poetry and/or drama from a published source. (Selections from YouTube, Saturday Night Live, or other popular media are prohibited unless the speaker presents a copyright printed copy of the material). Material should be serious in nature. If more than one selection is read, they should be connected by a central theme. The presentation must be from a manuscript. The speaker is required to have short introduction (usually memorized) and 'transitions' should connect selections as needed. The illusion of reading must be maintained. Movement and gestures are limited. Over-dramatization may be penalized. Costumes and/or props are prohibited.

These speeches are best when dealing with difficult or challenging or poignantly beautiful circumstances, and when they offer the student several voices to perform. The selection made from a piece of literature, play, or poetry should be truly dramatic when read. The best ones bring tears to the eyes or transport the listener to another 'world' or bring out deep emotions.

Time limit: 8 minutes with a 30 sec grace period (average 5-6 minutes)

HUMOROUS INTERPRETIVE READING

A humorous interpretive reading consists of one or more humorous selections from a published source. If more than one selection is read, they should be connected by a central theme. The presentation must be from a manuscript. The speaker is required to have a short introduction (usually memorized) and 'transitions' should connect selections as needed. The illusion of reading must be maintained. Movement and gestures are limited. Over-dramatization may be penalized. Costumes and/or props are prohibited.

These speeches should be really funny! If the student is capable of creating great voices for characters and he/she has a lot of charisma, then humorous is a fantastic category. Bringing your own personality into the speech, along with voices, can make the reading material into something truly hilarious.

Time Limit: 8 minutes with a 30 second grace period (average 5-6 minutes)

DUAL INTERPRETIVE READING

A dual interpretive reading consists of a selection from prose or drama, involving the portrayal of two or more characters is presented by two students competing together as a team. The same interpretive reading rules apply.

These speeches can be dramatic or humorous and are best when there is interesting banter between two characters. Think carefully about whether Duo is the right category for you since you will need to schedule all your practices with a partner. This can be challenging if a partner becomes sick or lives a long distance from you.

Students MUST coordinate practice times with his or her partner each week to make this work. Both families must agree and communicate that agreement to the Coordinator for this Category.

Time Limit: 8 minutes with a 30 second grace period (average 5-6 minutes)

EXPOSITORY

An explanatory speech that describes, clarifies, explains and/or defines an idea, object, concept or process. This informative speech must be the original work of the student. It may be delivered with or without notes. Visual aids are allowed (recommended but not required). Students can be very creative with this category and it can be fun!

Students should think about their own class curriculum in Language Arts or Science, as they might be able to adapt a written assignment into a speech, thus cutting down on time spent working on the expository. The best expositors are on topics that the students are passionate about, and/or have experience with.

Time Limit: 8 minutes, with a 30 second grace period

EDITORIAL COMMENTARY (EdComm)

The commentary takes a position on an issue of public concern as if the speaker were an editor-in-chief attempting to influence the audience toward his/her point of view. The speech must be the original work of the speaker and is delivered with or without notes. The speaker is seated during the speech, as if in front of a television camera.

Time Limit: 1:45-2:00 minutes EXACTLY (no grace period)

ORATORY

This original work of the student is a persuasive piece that requires research and personal opinion to convince the audience. The speech alerts the audience to a threatening danger, strengthens devotion to a cause, or eulogizes a person. The oratory **is memorized** and must be the original work of the speaker; he/she must have a written copy of the speech present.

Often this category has fewer contestants thereby offering the student more opportunity at success. However, Oratory takes more practice and feedback to be effective.

Time limit: 8 minutes (30 second grace period) for 8th grade; 5 minute max (30 seconds grace) for 7th grade

IMPROMPTU

Without specific advance preparation, the speaker is challenged to 'think on his/her feet' in delivering an organized presentation about one of three topic choices: a word, a quotation, or a social concern. Use of notes or other materials is not allowed. Timing signals will be given by the judge.

Students in this category prepare by reading the newspaper, discussing controversial or current events with parents, teachers, older siblings and friends, and practicing speeches on a variety of topics. Keys to success include being able to think quickly and clearly, organize thoughts and ideas well, and draw on beliefs and opinions to support a position.

Again, this category generally has fewer contestants and offers your student a fantastic experience in public speaking. We will all practice Impromptu afterschool to get a sense of how it works, but practice at home (using online or parent generated prompts) is also required.

Time limit: 2 minute prep time; 1-5 minutes speaking time

STORYBOOK (6th and 7th Grade only)

Students choose a children's storybook and read it to the audience sitting down using the book as a prop. This is a relatively new addition to speech. It involves reading the story using character voices, interpretation of the text through tone of voice, and sharing the spirit of the story with the audience as a Kindergarten teacher might. You should practice your storybook speech with young children if possible.

Time limit: 5 minutes with a 30 minute grace period (to be confirmed)

DAY BEFORE AND DAY OF TOURNAMENT PROCEDURE

Prepare the day before by getting all necessary items ready for the next morning. Plan on getting up early, as tournaments begin usually by 8:30 sharp. Double-check the address and travel time. Your student should check that he/she has all speeches ready. Be sure to get a good night's sleep.

Dressing up for a tournament in comfortable clothes is the best idea, like you would dress for Mass. Sometimes students need to walk outside among buildings during the tournament, and some parking lots are far away from the school. If it's raining that day, plan on sensible shoes and use rain gear. It's the student's responsibility to look sharp during the presentation.

The morning of the tournament, plan on getting to the destination a little early, so you aren't rushed. Parking can be difficult at some venues, especially if you arrive late.

It helps to have a pencil and paper to record the assigned room numbers and times. They are posted well at the venue before each round. The Speech Team Coordinator is there to help and will be reviewing procedures before each of the tournaments.

TOURNAMENT CHECKLIST

- ✓ Bring plenty of water and a snack to share if you volunteered
- ✓ Eat breakfast---no milk and no empty stomachs!
- ✓ Have copies of speeches ready in your folder
- ✓ Bring something to do after your speech session ends and you are waiting for the next round. No cell phones are allowed in the rooms during the round!

Guests are invited to hear the speeches during the tournament - but they must remain neutral, sit quietly, and give no special hand or eye contact to the contestants. This rule applies also to the students waiting their turn to speak. Points can be taken off scores of a disruptive contestant.