

MANUAL FOR PARTICIPANTS

Speeches may be delivered in Afrikaans or English.

1. THE PERSUASIVE SPEECH

- ❖ What is a persuasive speech?
- ❖ The format of the speech based on the judges score sheet

WHAT IS A PERSUASIVE SPEECH?

There are four types of speeches: informative speeches, motivational speeches, persuasive speeches, and entertaining speeches.

The main objective of the debate speech is to PERSUADE. The judge should be able to distinguish easily **between other types of speeches and the persuasive speech.**

The debate competition therefore demands a **persuasive speech** that is **open to debate**; it is not idle talk, a lecture, a reading or dramatised monologue. Its main purpose is not to convey knowledge to the audience, but to influence or convince the audience of the viewpoint presented by the speaker.

Definition of persuasive speeches:

In terms of a particular issue, the speaker tries to influence the audience with regard to their thoughts, values, decisions, attitudes, outlooks or approaches in an attempt to strengthen or encourage them to change or reconsider their viewpoints.

Types of persuasive speeches:

- ❖ Speech about a fact: the speaker tries to prove that something is a particular way or not.

- ❖ Speech to prove a value: the speaker tries to prove that something else is better or worse.
- ❖ Speech about a policy: the speaker tries to prove that something should or should not be done.

What do we expect in a persuasive speech?

- ❖ Current topics
- ❖ A topic suitable for debate
- ❖ The speaker him- or herself should be convinced of the point of view expressed
- ❖ The speaker should know which reaction to expect from the audience
- ❖ The speaker should use evidence (references) to strengthen his/her debate

THE PERSUASIVE SPEECH

Introduction	10-5%	The viewpoint that will be argued in the debate can be stated in the introduction. The introduction should catch the audience’s attention immediately – in other words, it has to be striking, effective and creative.
Main component	85%	The viewpoint (topic) should be debated. The debate is carried out using arguments (reasons) that can be supported by evidence such as statistics, examples and other types of research. An equal amount of time and effort should be spent on each of the main arguments. It should be kept in mind that an example is not an argument: it just supports the argument. As such, there has to be a relation between the viewpoint, argument, evidence and the speaker’s own opinion.
Conclusion	10-5%	The conclusion has to convince the audience that the speaker has accomplished the objective of the debate. The conclusion is a summary of the arguments.

2. THE JUDGES’ SCORE SHEET

Please note that the judges’ score sheet is attached.

2.1 PERSUASIVE ORGANISATION AND STRUCTURE
Introduction, structure, conclusion, viewpoint

2.2 PERSUASIVE CONTENT AND PRESENTATION

Supportive material, the nature of the content, logical reasoning, logical presentation,
Voice and speech
Natural way of talking, attitude, eye contact and handling of notes

2.3 USE OF LANGUAGE

Choice of words (natural and creative use of language)
Pronunciation of words

2.4 TOPIC

Formulation of the topic

Take note that the marks awarded according to the judges' score sheet are indicated in brackets in the following section.

2.1 PERSUASIVE ORGANISATION AND STRUCTURE

Introduction: Has the purpose been accomplished? Is the speech suitable, striking, effective and creative? (5)

- The chairperson/programme leader/master of ceremonies should be acknowledged/greeted before the speaker starts with the introduction.
- Female gender-specific terms are never used and reference is never made to "Mr Chairman" or "Madam Chairperson".
- The judges are never addressed.
- The chairperson and audience may be addressed during the speech. Even though addressing them is an effective way to establish contact, it is recommended that forms of address should not be used too often in the speech.
- The point of view that will be defended should or can be stated in the introduction already.
- It is important that the introduction immediately catches everyone's attention. The introduction, in other words, has to grab the audience's attention in such a way that they want to continue listening.

Possibilities for introductions: *Stories, questions, personal experience, quotes, statistics, humour, facts, current news*

Structure: Logical ordering and development of the content (10)

- Logical ordering and development of the content is very important.
- The speech should be structured in such a way that it is easy to distinguish between the three main components, namely the introduction, body and conclusion.

- There should be between two to four arguments or paragraphs for which there is support by means of examples, statistics, quotes, and assertions by experts and other types of evidence.
- A formal structure in which the arguments are mentioned beforehand is not necessary – for instance stating “I shall be speaking about the following three points”. The arguments, however, have to be indicated clearly by means of paragraphs that are highlighted by word choice, pauses in breathing, body language, etc.

Conclusion: Impact, suitable summary (5)

- It is important that the conclusion shows that the speaker has accomplished the purpose of the speech (debate).
- The conclusion may consist of a summary of the arguments.
- Arguments that were not used in the constructive part of the speech may not be used as a new argument in the conclusion.
- A speech does not end with “thank you”. It is also not necessary to conclude the speech by addressing the chairperson again.
- The speaker waits a few seconds after he/she concluded his/her speech and then walks away.

Viewpoint: Clearly formulated and debated (10)

- The speaker should adopt a strong viewpoint regarding a certain issue.
- This viewpoint/debate/issue assumes a central role in the persuasive speech.
- The main points or main arguments are used to express the viewpoint clearly (in terms of the purpose of the persuasion).

2.2 PERSUASIVE CONTENT AND PRESENTATION

Supportive material: reference to sources, relevant, quality of examples, statistics, assertions by experts, analogies (10)

- A speech’s power of persuasion is largely dependent on the use of authoritative sources.
- Is sufficient use made of research and current evidence?
- Has a sufficient number of authoritative sources been consulted? Please note that the authoritativeness of sources is dependent on the topic and the context in which it is used.
- Have the sources been cited and represented thoroughly in terms of the author, publication and date?

WHAT IS AN AUTHORITATIVE SOURCE?

Authoritative: *That which is esteemed, demands respect and carries weight, and is meaningful.*

Source: *A document or publication of communication from which one gains information.*

WHERE DO WE FIND AUTHORITATIVE SOURCES?

- Personal experience, interviews and own research
- Media in terms of television, internet and newspapers
- Publications such as books or reports

DETERMINING THE AUTHORITATIVENESS OF A SOURCE:

A source's authoritativeness is situated in its knowledge of or its credibility in a particular field. This is particularly the case with the internet.

Finweek is an authoritative source when a financial topic is discussed. When the discussion focusses on Christian values and norms, *You or Drum* magazine will be an authoritative source when reference is made to a person who lost his work because of gambling. In other words, a speaker will not be penalised if he/she refers to *You or Drum* magazine or the Bible as a source.

EXAMPLES: statistics, definitions, assertions made by experts, comparisons, historical events, current affairs, analogies, sensational events, illustrations, humour

- One predominant source should not be used throughout the speech. For a persuasive speech, two to four sources should serve as a guideline.
- Any source may be used, which includes the internet, books, the viewpoints of others, statistics collected by the speaker him-/herself, etc.
- Quoting from a source (which includes humour too) should have bearing on the speaker's viewpoint. Quoting should not merely be used to impress.
- Quotes can be used in two ways:
 - a statement can be made that is supported by a quote; and
 - a quote can be used and subsequently criticised. In other words, it is not necessary to agree with the source.
- Quotes should not be presented in the speaker's own words. They should be presented preferably in English. Participants who use quotes taken from other languages should explain these in English.
- Creativity and integrating research in the speech will be rewarded.
- It is important that the research material compliments and/or strengthens the speaker's opinion without dominating that opinion. It should be noted that the speaker should discuss how well the research material supports his argument.

The nature of the content (10)

- Is the content sufficient, original, relevant and creative? In other words, does the speaker approach the content in a novel, interesting, original and creative manner?
- Does the speaker have insight into and understanding of the theme, subject and viewpoint?

TESTING THE ARGUMENTS:

- *Relevance*: Is the content relevant to the topic and argument?
- *Adequacy*: Is the content, in terms of the arguments presented, sufficient and strong enough to convince the audience?
- Is a balance maintained between the research and the speaker's own point of view?
- Please note that every person is entitled to freedom of speech, association or religion. Therefore, a judge may not favour or disapprove of any speaker's viewpoint based on whether he/she agrees with or differs from that particular point of view. However, the judge may assess the way in which the viewpoint is conveyed.

Logical reasoning from research to viewpoint, balance (10)

- Are the speaker's arguments and viewpoints formulated in such a way that the audience will understand, follow and visualise these?
- There has to be a clear relation between the viewpoint, argument, evidence and the speaker's own opinion.
- Are the arguments and research logically structured so that the speaker can easily move from one thought to another without causing any confusion?
- A healthy balance between argument and evidence is also important.

Persuasive presentation (10)

- Is the speaker's presentation along with the content persuasive? In other words, does the speaker believe the viewpoint presented? Does the speaker create the impression that he/she understands the viewpoint made and that he/she has made the argument his/her own? By the end of the speech the speaker, in other words, should have convinced the audience without a doubt of his/her point of view.

Voice and speech (10)

- Is the voice audible? This is influenced by control of breathing, quality of voice and production, volume and projection.
- Is the voice clear? This is influenced by change of tempo, clear pronunciation, articulation, over-rounding or de-rounding, assimilation and nasalisation.
- Is the voice understandable? This is influenced by sufficient pauses, correct phrasing, pitch in the voice, and correct emphasis of words and phrases.
- Is the speech natural? It should be noted that a person cannot be at a disadvantage because of the pronunciation variations of different regions or countries. Pronunciation variations are considered to be normal.

Natural style of talking, facial expressions and gestures (5)

- *CATHEDRA*: When possible, a cathedra will be supplied. It is optional, however. Participants should make any special requests regarding the use of a cathedra to the organisers beforehand. The organisers are under no obligation to supply a cathedra.
- *STYLE OF TALKING* should be carried out in a way that is within the speaker's field of experience.
- Do the *FACIAL EXPRESSIONS* (smiling, frowning, etc.) support the word spoken?
- *GESTURES* have to be natural and effective. It has to support the word spoken and suit the child's personality. Therefore, it has to be spontaneous. Practiced meaningless gestures should be avoided (such when the person gestures to himself when he talks about "me".)
- The speaker may walk around even though it is not recommended. It also depends on the success of the movement.

Visual Aids

- Visual aids should make a powerful and valuable contribution to the persuasion process and support the argument. If not, it should rather not be used.
- Visual aids may be used under the condition that these aids are just used to support the speech. These visual aids should not require any special facilities either as no facilities will be provided by the organiser.

Attitude, appearance, self-confidence, persuasion (5)

- Does the speaker have an easy-going, self-confident, lively and energetic attitude?

- The speaker should be friendly, enthusiastic and in control.
- Does the speaker make calm and relaxed contact with the audience?
- Is the speaker neat? Please note not to be misled by blazer with a number of badges or a lack of formal school attire. The norm is the neatness of the person.

Eye contact and handling of notes (5)

- Is the speaker's EYE CONTACT effective? Is the entire audience included? Is eye contact used to build a relationship with the audience? The speaker should be aware that brushing over the audience with his/her eyes does not constitute eye contact. Does the way in which the speaker uses his/her notes disturb eye contact?
- *HANDLING OF NOTES*
 - The most important is that the speaker's presentation has to be as spontaneous as possible. Notes are an aid and should not disturb the contact between the speaker and his/her audience. The speaker has to know his speech by heart.
 - If the speaker does not use notes he/she should be penalised if he/she forgets his/her words.
 - If notes are used, it has to be used naturally and with ease so that it is not disruptive. Please take note that Grade One participants may use cards even if they just drew the pictures on the cards.
 - Are the notes neat and in the correct format (index-card size and A5 at most)?
 - There is no prescribed colour for notes.
 - The speaker does not have to look at the notes on the condition that the spontaneity of the presentation is not lost. In other words, the presentation is not a recitation.
 - If notes are used, the participant should keep these.
 - The notes may be switched between the participant's hands.
 - Both hands may move and not just the hand holding the notes. It is therefore permitted to gesture with the notes.
 - A quote may be read. It is permissible to read out of a book.

2.3 USE OF LANGUAGE (10)

Choice of words (natural use of language and innovative, creative language use); pronunciation of words

- Is the speaker in control of the language that is used?
- Do the words create vivid images in the audience's minds? In other words, does the speaker use creative word choices?
- Does the audience understand what the speaker is trying to say? Is the language audience-friendly?
- Are the words pronounced correctly and are they used in the correct context?
- Please take note that the use of shorter sentences and questions can be encouraged to break phrasing patterns.
- Some EXAMPLES of a suitable way of speaking include:
 - short and powerful words and sentences,
 - simple words and avoidance of clichés,
 - use of the active voice rather than the passive voice,
 - use of questions rather than statements,
 - repetitions, alliteration, assonance, and
 - no unnecessary adjectives or adverbs.
- Is the language vivid, graphic, dynamic and original?
- Does the language stimulate the audience's imagination? In other words, is the use of language creative and dynamic?

- Are suitable idioms/expressions/adages used?
- Are figures of speech used?
- Neologisms and coinages also make an important contribution.

2.4 TOPIC (5)

Formulation of topic: Does it have a relation with the objective/point of view?

- The formulation of the topic (as is formulated based on the theme) has to support and link with the persuasive objective.
- Both the theme as well as the point of view (that of which the audience have to be convinced) has to be apparent with the formulation of the topic.
- It is the speaker's responsibility to spell out the viewpoint during the course of the speech if the viewpoint cannot be clearly deduced from the formulation of the topic. In so doing, the point of view can be brought into relation with the formulation of topic and can the participant can be marked on this.

TIME DURATION

The time duration of speeches is a minimum of five minutes and a maximum of seven minutes.

- In order to help the speaker, a timekeeper will raise a green card/flag when the speaker has spoken five minutes. At six minutes, a yellow card/flag will be raised and at seven minutes, a red card/flag will be used to indicate that time is up.
- **Penalty points:** As penalty, one point will be deducted from the participant's total mark by the main judge for every ten seconds or every part thereof that the speaker speaks for a longer or shorter amount of time as that which is prescribed.
- The **sources** used to gather facts and information have to be indicated.