



Public Speaking Competition

Overview

Self-composure, confidence, and the ability to clearly articulate and communicate information are valuable skills for all educators. The Public Speaking Competition is designed to highlight students who demonstrate these qualities by combining thoughtful preparation and confident delivery into an interesting presentation on a current education topic.

Students participating in this competition will compose and deliver a speech of approximately 400 to 600 words (three to five minutes when spoken aloud) on the assigned topic. Contestants will be delivering their speech in front of on-site judges.

Assigned Topic

In the 2019 PDK Poll, 61 percent of respondents say schools should offer classes in Bible studies and comparative religions, with seven percent saying they should be required. Evangelical Christians are most supportive of offering Bible studies in schools and most concerned that comparative religion courses could cause their child to question their family's faith. 69 percent of respondents say that schools should offer comparative religion courses, while seven percent believe that those should be required.

What factors must be considered when incorporating Bible studies or comparative religion into civic studies? What barriers might a teacher encounter when delivering comparative religion curriculum that has been mandated by their district/state? How would a teacher overcome these barriers?

Twelve entries total will be accepted for this competition. Entries will be accepted on a first-come, first-served basis



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Competition Guidelines

- A. Submit the Online Competition Entry Form by **5:00 pm on Friday, November 1, 2019**.
- B. The speech must be about the assigned topic. Research and use of data are encouraged.
- C. The length of the speech should be approximately 400 to 600 words (three to five minutes when spoken aloud) in length.
- D. The contestant may use up to five 4x6 inch index cards while delivering his or her speech. Only one side of each index card may be used for notes.
- E. Notecards should have notes, not the full text of the speech. Students must not read their entire speeches from their notecards.
- F. Each presentation is to be a minimum of three minutes and a maximum of five minutes. A timekeeper will record the time used by each contestant. In order to adhere to the schedule, the judges will stop any speech that exceeds five minutes.
- G. Contestants will receive a visual, non-verbal indication that there is one minute remaining when they reach the four-minute mark of their speeches.
- H. One visual aid may be used, but this is entirely optional. AV equipment will not be available for this competition.

Judging and Scoring

- A. Competitor must be present at scheduled time or will be considered disqualified.
- B. The judges' decisions are final.
- C. Scoring is based on the Public Speaking Competition rubric.

How to Enter

- A. A link to access the Online Competition Entry Form will be provided to the chapter's advisor after all student members have registered to attend the conference via our Eventbrite page. Faculty advisors (not individual students) must complete and submit one form online.
- B. Entries submitted by email will not be accepted.
- C. Only one entry per chapter will be considered for this competition.
- D. Twelve entries total will be accepted for this competition. Entries will be accepted on a first-come, first-served basis.



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Speech Content & Delivery

| Points Available | Accomplished 8 – 7 | Commendable 6 – 5 | Developing 4 – 3 | Needs Improvement 2 – 1 |
|------------------|--|---|--|--|
| Depth & Insight | The speech reflects a deep and comprehensive understanding of multiple viewpoints on the issue. It addresses the challenges and well-founded solutions | The speech reflects an understanding of the issue and proposes well-founded solutions. With some revisions, it could gain better understanding. | The speech is on-topic. It offers multiple points, but is inconsistent in proposing solutions. It needs further research. | The speech reflects limited understanding of the issue and solutions proposed are not relevant. |
| Structure | The speech reflects a command of how to build and deliver a powerful message. It is successfully and strategically structured. | The speech reflects an effort to develop a compelling message. It is structured in a logical way. | The speech lacks strength at multiple moments. The structure is weak in one or more areas. | The speech reflects an attempt to address the issue, but is missing structure. |
| Delivery | Clarity of voice, pacing, eye contact and tone were expertly crafted to deliver the maximum impact and understanding to the listener. | Clarity of voice, pacing, eye contact and tone were strong and the listener was able to understand the speaker's intent. | Clarity of voice, pacing, eye contact and tone were inconsistent and distracted the listener from understanding. | Clarity of voice, pacing, eye contact and tone were inconsistent and the listener did not understand the speaker's intent. |
| Impact | The content was delivered seamlessly to craft an exceptional experience. The speech is ready to be delivered to education stakeholders. | The content was delivered to offer a commendable speech. With some revisions the speech would be ready to deliver to education stakeholders. | The content was delivered with an effort to engage the audience. The speech needs many revisions before being delivered to education stakeholders. | The content and delivery would benefit from guided practice. Significant errors would need to be improved. |