

# Student Speakers' Competition

## Leaders' and Judges' Guide

The Student Speakers' Competition is a ministry for youth in grades 10-12 and is designed to encourage growth toward Christian maturity. Teens are challenged to think seriously about their commitment to Christ.

Speakers in the Competition are judged on the composition and delivery of their speeches. Student Speakers' Competition helps teenagers express their faith verbally. It demands serious time and effort, but the payoff is tremendous. Youths grow spiritually when engaged in the research, study, prayer and practice of preparing a speech.

If a church does not have a Student Speakers' program currently in place, youth may participate in the tournament with the help of an adult church member.

Today's speakers will be ready to stand for Christ in their churches, at school, in their work places and in their communities. They will develop skills to articulate truth in a way that people will hear and understand.

### Helpful Information about Student Speakers' Competition:

1. The purpose of Student Speakers' Competition (Grades 10-12) is to develop essential skills in selecting and researching a specific topic, writing and developing a speech on that topic and then delivering the speech effectively to an audience. This process will:

- Encourage growth toward Christ likeness
- Challenge youth to seriously think about their commitment to Christ
- Help youth express their faith verbally
- Stimulate spiritual growth as youth engage in research, study, prayer, preparation and practice for a speech
- Help youth develop poise and confidence
- Help youth develop the skills to articulate truth in a way that people will hear and understand
- Help youth to be ready to stand for Christ in their churches, at school, in their workplace and in their communities.

2. The basic guidelines for speeches in the Student Speakers' Competition are:

- Speakers will prepare a 4-6 minute speech on a topic chosen from the current list of officially suggested topics (available at [scbo.org](http://scbo.org)).
- The suggested topics for Student Speakers' Competition are grouped in three cycles (Red, Blue and Green).
- The topic chosen must come from the official list in the appropriate year or be approved by the State Coordinator.

3. The scoring system is as follows.

- 90-100 – Outstanding
- 85-89 – Superior
- 80-84 – Excellent
- 70-79 – Good
- 70 or below – Honorable Mention

- Students must obtain a score of 75 or higher to compete at the State Level.

#### 4. Levels of Participation

- **Church:** Participating churches, Christian schools and home school groups may send an unlimited number of students to their Associational Competitions. However, they are still required to hold a Church Competition in which students compete and receive feedback from the judges. Church Competitions should be held at least one week before the Associational Competition.
- **Association:** Associational Competitions should be held at least one week before the State Competition. Be sure to submit a copy of your speech one week in advance. Students with a score of 75 out of 100 or more may move on to participate in the State Competition.
- **State:** The State Competition is held the first Saturday in May at Reynoldsburg Baptist Church in Reynoldsburg, Ohio. Awards will be given to the first, second and third place winners and the first place winner will be eligible to represent Ohio at the National Competition.
- **Nationals:** Students may only participate at the national level one time. If the same student qualifies for nationals a second time, after having participated in the National Competition at the time of their first qualification, the opportunity will be offered to the second place winner at the State Competition. Please note that scoring at the National Competition is based off of 80% Delivery and 20% Content/Composition.

#### 5. Resources for Helping Students with their Speeches

- Many Student Speakers' Competition participants ask for help and feedback from high school or university speech teachers. Your pastor may also be a good resource for training youth in public speaking.
- *SpeakerPower: How to Get It and Use It* by Steve Williams. This book can be ordered through the Georgia Baptist Convention by calling the Discipleship and Family Ministries at 770-936-5270 or 800-746-4422.
- *Harbrace College Handbook*. A style manual available at many libraries and bookstores.
- *MLA Style Manual for Research Papers*, available at libraries and bookstores.

## Speakers' Tournament Scoring

Each speaker will be judged in the following areas, with a score calculated by averaging the three judges' scores. A sample score sheet may be found at the end of this guide. A tally sheet (used for compiling scores of all speakers) is also included.

### Content and Composition – 40%

- **Originality/Related to Subject:** Does the speech deal with the subject? Does the speech seem to reflect the participant's own convictions? Does the speech give evidence of original and creative thinking by the participant? Does the purpose of the speech inform, inspire, persuade or create interest?
- **Organization/Logical Sequence:** Is the content arranged in such a way that the audience has no difficulty in following the speech? Is the speech designed to develop the content in an orderly way?
- **Structure/Grammar:** Does the participant use complete sentences and are the sentences grammatically correct?
- **Purpose Accomplished:** Does the speech do what it is intended to do as evidenced by the subject and content?
- **Choice of Resources and Credit for Quotations:** Are a variety of good sources used? When using resources, do they reflect an adequate understanding of the various facets of the subject? Are resources used in ways that add strength to the content of the speech? Does the delivered speech indicate that the material used is being quoted?

### Delivery – 60%

- **Eye Contact with Audience:** Does the speaker smile, use appropriate facial expressions and maintain good eye contact with the audience?
- **Articulate and Expressive Communication:** Does the speaker use good vocal energy and enunciate clearly? Does the speaker speak loudly enough for the audience to hear without straining? Does the speaker speak in a clear, conversational manner? Does the speaker speak with directness and sincerity?
- **Poise and Confidence:** Is the speaker convincing, interesting and understandable? Does the speaker appear to be composed and at ease? Does the speaker appear to believe in himself and his message? Does he/she speak with passion?
- **Posture/Movement/Gesturing:** Are the movement and gestures of the speaker appropriate and support the purpose of the speech? Are the posture, movement and gestures distracting and take away from the speech?
- **Extemporaneous Delivery:** does the speaker rely on notes? Does the speaker require prompting?
- **Time:** Speeches must be 4-6 minutes. (The Tournament Conductor is responsible for keeping time and scoring this area. Other Judges do not score based on time.) Time penalty will be assessed as follows:
  - Over 6 minutes: 2 points will be deducted for each 10 seconds
  - Under 4 minutes: 2 points will be deducted for each 10 seconds

## Student Speakers' Competition Rules

- Speakers will prepare a 4-6 minute speech on a topic chosen from the current list of official topics. Speeches must be the work of the individual speaker. Plagiarism or having the speech or any major portion of it written by someone other than the speaker is grounds for disqualification. The purpose of the speech may be to inform, inspire, persuade or create concern.
- Student Speakers' Competition focuses on the speaking ability of students. Music and drama are not considered "speech" and should be avoided. It is appropriate to quote part of a song, poem or play, but not perform these. Speakers should strive to be creative in their speeches, using tools such as stories, vocal variation, clever phrasing and personal experiences.
- Speakers are encouraged to use a variety of sources for their research. Brief quotations are appropriate with the author and location of the quotations cited in the speech. Information (quoted or not quoted) gleaned from any source should be footnoted (endnotes or parenthetical references are acceptable) in the final manuscript. A bibliography for all consulted resources should be turned in with your manuscript although this will not be considered in the final score.
- Gestures and movement on stage are appropriate if they support the purpose of the speech. Movement that is distracting or overly dramatic should be avoided.
- Good taste should be used in clothing. Casual clothing is acceptable; however, jeans and t-shirts are discouraged. Costuming for the speech is not appropriate.
- A manuscript of the speech is to be presented to the person conducting each tournament. Speakers will not be judged on their ability to recite their speech word for word. The purpose of the manuscript is to provide an accurate script for the judges. The manuscript should be a complete transcript of the speech, not just an outline.
- Use of a microphone is acceptable; however use of pulpit, notes, props, charts, or diagrams should be avoided. If a speaker chooses to use notes, he or she should not be tied to those notes. Speakers should strive for an extemporaneous delivery of the speech (that is, a comfortable, conversational tone).

## Student Speakers' Competition Description of Responsibilities

\*The following are general guidelines that may be adjusted to fit the needs of each event.

### Conductor Responsibilities

#### 1. Set up competition room

- Arrange chairs so that participants and observers do not face doors (especially doors with windows) that could possibly distract the speaker or listeners.
- Provide score sheets and pencils for each judge. Judges may sit wherever they feel comfortable in order to listen to the speaker undistracted. The supplies for the judges may be obtained from the event coordinator.
- Locate the stopwatch or timepiece that you will use to keep time. This may also be obtained from the event coordinator.
- Place the provided participant numbers and pencils in the ready room.

## 2. Lead the judges' training session

- Three judges will be enlisted by the event coordinator.
- Meet with the judges at the appointed time for the training session
- Open with prayer and make introductions
- Review the schedule for the event
- Carefully review the score sheet with the judges, along with the Rules and Scoring information
  - Explain that speakers will be judged on the basis of 100 points. Content/Composition will count for 40% and Delivery will count for 60% of the overall score. Each item on the score sheet will receive a number score from each judge, one being the lowest and ten being the highest score.
  - Judges do not put a score in the Time Allotment or Appropriate Dress section of the score sheet. The conductor will be responsible for these two areas.
  - Remind judges that they need to write constructive comments on the score sheets.

## 3. Conducting the Competition

- Meet with all speakers in the ready room 15 minutes before speeches are to begin and introduce yourself.
- Have participants draw a number (1-?) to determine the order in presenting their speech.
- Have participants fill in all information on the number and attach the number on their left shoulder.
- Receive the copies of manuscripts from each participant.
- Write each participant's number on their manuscript.
- Have prayer with the participants.
- Go to the speech room with speaker #1. Other speakers should remain in the ready room.
- Remind parents, sponsors and spectators that entering or leaving the speech room is not allowed while a speech is in progress. Be sure a sign to this effect is on the outside of the door.
- Distribute manuscripts to judges.
- Announce each speaker by number and speech title.
- The conductor is responsible for timing the speech.
- At the end of each speech, allow time for judges to write comments on the score sheets. Collect the score sheets. The conductor will fill in a score in the Time Allotment or Appropriate Dress section of the score sheets.
- Return to the ready room to get the next speaker. Bring them to the speech room and announce their speech.
- When all speeches are complete, take the score sheets with the numbers of each participant to the tally room.
- When the score sheets have been tabulated by the tally room personnel, please make copies of all score sheets in order to give each participant a copy of their score sheets when you return their manuscripts after the awards ceremony.

## **Judge Responsibilities**

1. Attend the Judge's training session prior to the start of the competition.
2. Judge each participant's speech.
3. Write constructive comments on the score sheets for each participant.
4. At the end of the competition and if time permits, give verbal critique to the participants in regards to their speech presentation.

## Judging the Student Speakers' Competition

### The Privilege of Being a Judge:

People who can communicate effectively have helped change the world in every generation. Today's students are being counted on to make the world a better place, but if they are to be successful, they must be able to communicate with skill and confidence.

Judging student speakers is a privilege given only to a few. Most of the students who participate in the Student Speakers' Competition are diligent and work very hard to prepare and deliver good speeches. By serving as a judge, you have an opportunity to help them improve their skills.

The primary purpose of the Student Speakers' Competition is to help high school students grow in their faith, while becoming competent and confident communicators. It's an objective with lifelong benefits and eternal consequences.

It's a challenge to judge consistently, but with the right blend of firmness and compassion, you can do it. This guide will help you.

Judges have three important tasks:

- Read and score all speeches for content before hearing students speak.
- Listen to speakers and judge each one on delivery.
- Cooperate with the other judges to determine the winning speakers.

### Determining the Winners:

Speakers should be judged and scored in the same manner at each level of the competition. The Score Sheet, Tally Sheet, Speaker Feedback form and Timekeeper's Sheet provided for download should be used at all levels of competition.

Each speaker is scored on content/composition (40%) and delivery (60%). A scale of 1-10 points is used to score speakers in each of ten different areas of speaking proficiency. Content and delivery are judged independently of each other.

**Church:** The primary purpose of local competition is to give students an opportunity to speak before an audience. Score all speakers and give each speaker feedback. However, no one is eliminated at this level. Churches can send an unlimited number of speakers on to the Associational Competition.

**Association:** Each association may send every student that receives a score of 75 or more onto the State Competition. Every student should receive feedback from the judges at this level. If some associations do not have an associational competition, students with a score of 75 or more at the church competition may move onto the State Competition.

**State:** A winner and a runner-up are determined at the State Competition. The state winner advances to the National Competition to compete against winners from other states.

At each level of the competition, judges should read all speeches and score them for content before hearing speakers. After hearing speakers, they should excuse themselves to a private room to add up their scores so the Lead Judge can compile a final score for each participant. This is done by totaling each participant's scores for content and delivery.

The Lead Judge should then give the winner's names to the event coordinator so they can be announced. It is recommended that Score Sheets be seen only by judges and competition officials before awards are announced.

### Challenges in Judging:

Judging the Student Speakers' Competition is a great honor and provides a valuable service to students, but it does have its challenges. That's the way it is with most important things in life.

The greatest challenge for a judge is acknowledging that writing and speaking styles are constantly changing, and adjusting your judging accordingly. If you don't, there will likely be a lack of consistency in the judging at different levels of the Competition, and that can hamper a student's chances.

That's why all judges are encouraged to read and follow this Judge's Guide. It doesn't address all matters of style - it would take hundreds of pages to do that - but it does address the most basic issues. Please refer also to the current Student Guide; it contains even more information about some matters of style and best practices.

Judges must realize that effective writing and speaking styles, and what is considered acceptable, are constantly moving targets. Much of what was considered best practice just 10 or 15 years ago has changed, and continues to change.

To be fair, recognize those changes and give students room to do some things different from what you might have been taught when you were a student.

### What has changed:

Two excellent examples of the way styles have changed are the use of contractions (written content) and movement (delivery).

Not very many years ago, contractions were considered bad form in speeches, letters and formal papers. The use of contractions is still somewhat discouraged in the business world, but their limited usage is no longer considered verboten.

Today, using contractions when speaking is even more accepted than it is in written papers. In fact, speakers who use no contractions at all sound stiff and overly formal. And that is not the way to connect with an audience.

Change in the way movement is viewed is at least as great as the change in the usage of contractions. Less than a generation ago, speakers were taught to stand still and even encouraged to stand behind a lectern or a desk. Any movement was considered a distraction.

Purposeful movement has become such an accepted element of effective speaking; most people wonder what's wrong when a speaker doesn't move. This change is at least partly due to the shrinkage in attention spans. People used to be able to concentrate on a good speaker for as long as one or two hours. Try that today and you'll have an audience revolt on your hands, if anyone is still awake.

Purposeful movement is an excellent way for speakers to emphasize what they're saying and to cause people in the audience to move their eyes and shift their field of view. Caution - pacing is not purposeful movement. For more on what constitutes purposeful movement, please see the "Giving Your Speech" section in the Student Guide.

### What has not changed:

While some things about speeches and speaking have changed, other things have not. Once again, a challenge for judges is to recognize the difference.

Correct punctuation, the proper use of paragraphs, giving credit for sources, speaking loudly enough for people to hear, enunciating clearly, and having poise and confidence are just as important today as they have ever been. And the "rules" for things like these have changed little over the years.

Follow this guide and, if ever in doubt, err on the side of caution. Recommend that speakers check with style manuals and their teachers to make sure what is accepted practice.

### Judging Content/Composition:

The content of a speech is important because it's what a student has to say. Students are required to write their own speeches so speeches should reflect what students think and believe. That doesn't mean students

are not allowed to consult with other persons and research their topic thoroughly. Quite the opposite, they are encouraged to learn what others think. Writing a speech should be a learning experience. Be sure and set aside plenty of time to read and score each speech. Competition officials will send speeches to you about a week in advance. Each speech should be judged on its own merits rather than compared with other speeches.

Guard against allowing personal preferences to guide your decisions. Judging is not about how well you like the speech or whether you agree with it. It's about how well the speech is developed and written. Content is judged according to the five criteria defined and described in this section. Scoring is based on a scale of 1-10, with 1 being very poor and 10 representing the best possible.

Filling out the content portion of the Score Sheet and the Feedback Sheet in advance of the actual competition date will save time.

### **Originality/Related to Subject**

*Does the content appear to be the original work of the speaker?*

All speeches should have been written by the speaker and not merely copied or borrowed from someone else. It is definitely okay for a speaker to be influenced by someone else and to quote others, but he must put everything in his own words except quotes.

Clues to originality are how well the speaker seems to understand the topic and how much of the speech is his own thoughts.

*Does the speech deal with the subject?*

Everything in the speech should deal directly or indirectly with the subject, and not just dance around it. Watch for content that has little or no connection to the title of the speech.

*Does the speech give evidence of creative thinking by the student?*

A speech should not just quote Scripture and tell what others have said. It should reflect what the speaker thinks and wants listeners to know.

Watch for phrases such as "I think" or "I believe." Even if a speaker doesn't use those exact words, it should be evident that the speaker has given serious thought to the topic and is expressing what she thinks and believes.

### **Organization/Logical Sequencing**

*Does the content flow logically and are ideas and information properly sequenced?*

Flow and sequence are subjective, but the strongest clues are whether the speech makes sense. Good speeches leave no doubt in the reader's mind about the writer's intent. If you have difficulty understanding what the speaker is writing about, it may be that the sequencing is faulty.

*Is the speech's core belief or idea clearly evident to the audience?*

All good speeches have a strong and clearly identifiable bottom line or core idea. If you can't find it, it's probably not there or it's unclear.

The writer should tell you what he wants you to know most of all, and he should say it more than once to make sure you get it. He may say it somewhat differently each time, but it should be there.

*Is the speech's opening and closing effective?*

The most important part of any speech is the opening, the first 30-45 seconds. If the speaker doesn't get your attention then and make you want to continue reading or listening, you probably won't. Stories, quotes, word pictures and gestures make good openers.

The second most important part of a speech is the final 30-45 seconds, or the close. That's because an effective close summarizes briefly and reminds you of the speaker's bottom line or core idea.

Does that mean the middle of a speech (points, sub-points, etc.) is not important? Not at all; it just means a good speech starts by making people want to listen and ends with strong takeaways for listeners.

### **Structure and Grammar**

*Does the speech use complete sentences and are sentences grammatically correct?*

All sentences should have at least a subject and a verb (Ex. - *I believe*). Most sentences have a subject, a verb and an object (Ex. - *I believe in God*).

Many sentences will be even more expressive (Ex. - *I believe in a God who spoke the entire universe into being and knows more than all the super computers in the world, yet counts the exact number of hairs on my head*).

Subjects and verbs should always agree (Ex. - *He did it*, not *He done it*; *She and Mary were there*, not *Her and Mary were there*).

Correct punctuation is also an important part of good grammar. Periods, commas, semi-colons, exclamation points, apostrophes, etc. should all be used correctly.

*Are words spelled correctly?*

There is little excuse for misspelled words today. Everyone has access to a dictionary and most have a computer with spell-checker. Misspelled words are usually a sign of sloppiness and lack of attention to detail.

*Are paragraphs used properly?*

Paragraphs should be used to signal a shift in content, such as moving from one key point or sub-point to another. Good paragraphs are unified, coherent, and well developed.<sup>1</sup>

All sentences in a paragraph should relate to a single main idea (unity). Ideas should progress easily and logically from one sentence to the next (coherence). Specific details should clearly support the paragraph's main idea (development).

While there is no set length for paragraphs, they should be long enough to adequately develop an idea, but short enough to make the speech easy to read and maintain the focus of readers and listeners.

<sup>1</sup>Harbrace College Handbook Eleventh Edition. Harcourt Brace Jovanovich Inc., page 322.

## **Use of Resources and Proper Credit**

*Is there adequate usage of scripture and outside resources?*

Three to five references and quotes are about right for a four to six minute speech. If there are more than five, the speaker may not have time to tell what he thinks. A well-researched speech will also contain quotes from sources other than the Bible.

*Do the resources used clearly help the audience understand the topic and the speaker's point?*

All good speeches are built around a clearly defined bottom line or core idea. The resources a speaker quotes or refers to should help the audience understand and/or buy into that thought or belief. Quotes should never be used just because they sound important or have dramatic effect.

*Are some sources better than others?*

Maybe, but we want students to consider what others think. Do not add or deduct points for sources you believe to be higher/lower in quality.

*Is proper credit given to scripture and resources used?*

Quotation marks should always be used to identify quotes. Scripture should be identified by the book and verse, as well as the translation quoted.

Quotes from books and papers should give the author's name, book or resource title, date published, publisher's name, the copyright holder, and the page number.

When quoting something the speaker heard another person say, the person's name should be given. Please refer to the Student Guide for an example of how to show credit for all types of sources, including those from web sites.

All sources cited should be identified with a superscript number in the body of the speech at the end of the quote or reference. Each source should also be identified with a corresponding number in the bibliography. Five points should be deducted for no bibliography. Two or three points should be deducted for an incorrectly or inconsistently formatted bibliography. An example of how to format a bibliography is provided in the Student Guide.

When actually giving a speech, a speaker may identify only the author and the resource.

## Purpose Accomplished

*Does the speech accomplish the speaker's purpose?*

This is pretty subjective, but if you can recognize the speaker's intent for the speech you should be able to determine whether she accomplished it.

A good speech reveals its objective within the first minute. Some speakers will say something like "I'm going to prove ..." or "I want you to know." Others will be more subtle; their objective is revealed in the bottom line or core idea their speech is based on.

## Judging Delivery:

Delivery is an opportunity for students to show they can "connect" with an audience. Having a good message on paper is important but it's not enough. Speaking is like making a phone call. The speaker "calls" the audience, the audience "answers" the phone and the speaker tries to keep them on the line until he's finished.

Delivery is multi-sensory. Speakers have an opportunity to involve the eyes, ears, hearts and minds of the audience. The burden for involving the audience is on the speaker, and that's where skill plays a crucial role.

Speakers who are more skilled and have worked harder usually do a better job of connecting with their audience.

When you listen to speakers, put their written speeches aside and concentrate on the speaker and how well she delivers her message. If she reaches you and gets you connected, she is probably reaching the rest of the audience too.

Caution - don't "over score" the first speeches you hear. If you do, you will leave yourself no room to give better speeches higher scores. In your mind, determine a kind of baseline for an average speech and then score up or down from that. Note that the Score Sheet says average is worth five or six points.

Clarification - appropriate movement is encouraged and the effective use of notes is permitted in the Student Speakers' Competition.

The five criteria for judging delivery are defined and described in this section. Scoring is based on a scale of 1-10, with 1 being very poor and 10 representing the best possible.

## Eye Contact with Audience

*Does the speaker maintain eye contact with the audience the majority of the time?*

Eye contact is arguably the most important connecting skill a speaker can use. A speaker should look members of the audience in the eye, except when looking away to gesture, to emphasize something or to glance at notes. Looking at walls, the floor or objects in the room doesn't count.

*Does the speaker look at persons in all parts of the audience?*

Some speakers look mostly at people they know or only to one or two parts of the audience. Effective communicators, however, make regular eye visits with all parts of the audience. It's one of the ways speakers tell people they are speaking to them. Regular eye contact helps to "seal the deal" by making the speaker appear confident and believable.

## Articulate and Expressive Voice

*Does the speaker use good vocal energy and enunciate clearly?*

Vocal energy and enunciation are relatively easy to detect. The speaker either has them or doesn't have them. Vocal energy is best expressed by enthusiasm in the speaker's voice. Listen for appropriate use of volume, pitch, and vocal inflection.

Good enunciation is reflected in how easy it is to understand what the speaker says. He should also speak distinctly and slowly enough that his words are clear.

Caution - don't be swayed by an overly emotional speaker. Good speakers are always passionate and emotional, but a speaker who is overly emotional (either genuine or contrived) has either lost his poise or is trying to manipulate the audience or the judges.

### Poise and Confidence

*Does the speaker appear to be relaxed and in control?*

Relaxed does not equal *boring*. It means the speaker impresses you that she has prepared well and knows her speech, and that she is in control of her emotions.

Look for calmness *behind* the voice, not necessarily *in* her voice. Good vocal energy means she speaks loud and forceful at times, but her voice is always steady, and not quivering or trembling.

*Does the speaker appear to be confident?*

Confidence is one of the first things you'll notice that a speaker has or doesn't have. The way she moves toward the podium, the way she stands, the steadiness of her voice, and the look on her face are all clues to confidence.

A confident speaker knows his subject and is confident in his own ability and in God's promise to speak through him.

*Is the speaker convincing, interesting and understandable?*

This is highly subjective, but it's another one of those "you'll know it if you see it" things. The speaker should convince you he knows what he's talking about, even if you don't agree with everything he says. *Interesting* means you listen with rapt attention throughout the speech. *Understandable* means you "get" what he's talking about and that it makes sense.

### Posture/Movement/Gesturing

*Does the speaker use good posture and appropriate body movement?*

Good posture is important because studies show that it makes a speaker appear more believable and confident. A speaker should never lean against a lectern or stand with legs crossed.

Movement is good because it helps keep the audience focused. However, all body movement should appear to be natural or purposeful. Some speakers will move about more than others but it does not necessarily mean they are more effective speakers. Pacing is never appropriate movement.

*Does he use effective hand and arm gestures?*

Congruence or agreement is the issue here. Gesturing should mirror and emphasize what the speaker is saying. Hands and arms should hang at the speaker's side when not being used to gesture positively. Speakers should never put hands in pockets unless doing it for deliberate effect.

Gestures and movement add positive effect to a speech, but the goal should be to help the audience understand and pay attention. Natural gesturing is always better than forced gesturing.

*Does the speaker use appropriate facial expressions?*

Appropriate facial expressions are important to helping a speaker get and keep the audience's attention. Watch closely for them.

Facial expressions should mirror and reinforce what the speaker is saying. A genuine smile always helps a speaker connect with the audience.

### Delivered from Memory

*Does the speaker rely excessively on notes?*

The key word here is *excessively*. Speakers are allowed to use one page of notes while speaking. A speaker who glances at notes only occasionally should not be penalized. However, points should be deducted if a speaker refers to his notes so much so that he loses eye contact with the audience for more than a few seconds and/or appears to be reading.

Speakers are not required to memorize their speeches though many do. Not memorizing a speech word-for-word can actually enhance delivery by making the speech sound fresher and more spontaneous. However, speakers should always deliver their speeches close to the way they are written.

*Does the speaker require prompting?*

It will be noticeable if a speaker loses her place and someone in the audience prompts her. It is better if she remembers on her own, even if she has to pause for a few seconds.

There is nothing wrong with pausing briefly. However, becoming flustered, pausing for more than 5-6 seconds, or commenting on the fact that she forgot can indicate a loss of composure.

*What about quotes?*

Speakers are not required to cite complete credit for quotes when giving speeches. They may give only the book name and author, or when quoting Scripture, may say only the author's name and/or the name of the book.

## **Personal Appearance**

*Is the speaker well groomed and is clothing appropriate, neat and in good taste?*

Clothing doesn't have to be expensive to be neat and in good taste. *Appropriate* is the big thing. It's not about whether you personally like what a student is wearing. Teen clothing styles are constantly changing, but there is always a line between what's appropriate and what's not.

Speakers should be dressed modestly and comfortably. That means slacks and collared shirts for boys, and dresses, skirts, slacks and collared shirts for girls. Jeans, shorts, t-shirts, short skirts, flip-flops and bare midriffs are not acceptable. Hair should be neatly combed or brushed. Makeup should be modest and in good taste. Boys should be clean shaven.

*Who judges personal appearance?*

The Competition Coordinator will determine whether speakers are dressed appropriately.

*How many points should be deducted?*

A maximum of ten (10) points will be deducted for appearance, depending on the seriousness of the infraction. The Lead Judge shall make a one-time deduction of points on the Tally Sheet.

## **Within Time Allotment**

*Was the speech between four and six minutes in length?*

This is the easiest part of scoring. A speech is either within the allowable window of four to six minutes or it is not. The Timekeeper will tell you if any points are to be deducted for a speech not being within time allotment.

*How many points should be deducted?*

The Lead Judge shall make a one-time deduction on the Tally Sheet of two (2) points for every 10 seconds, or fraction of ten seconds, a speech is under four minutes or over six minutes. The most a speaker shall be penalized for time is 10 points.