



ASCA NEWS

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The ASCA Newsletter – May 2010

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IMPORTANT

Exam Information

Please submit examination request forms **for individual days** with grades included to be examined on that day rather than including several days examining on one form.

In the Senior Grade 6 exam, section 2, in the original Speech and Communication Syllabus the newspaper article must be on a *different* topic to that in section 1.

Please ensure all examination request forms are submitted at least 6 weeks before examination date. All examination request forms for 2010 should be sent in by the end of term 2.

ASCA Awards Ceremony 2010

Once again the ASCA Awards Day in NSW on the 6th of March was a great success! The new venue at Kings School in Parramatta was wonderful. The performances ranged from a recount of seeing the Wallabies play rugby to a rendition of Sally Bowles famous number, Cabaret, from *Cabaret* and many more. Congratulations to all performers and their teachers.

The following students were some of the award winners:

Olivia Chapman – Director’s Award for Outstanding Performance

Morgan McBain – Student Scholarship Award

Olivia Clarke – The Val Malone Award for Achievement through Perseverance

A very special congratulations to Yvonne Hayes who was awarded the Award for Excellence in Teaching, and Anne Scott who received the Award for Excellence in Communication.

Anne was kind enough to forward a copy of her speech from the day to be published in the newsletter. Below is part of her inspiring address.

Thank you to everyone who was involved in preparation before and on the day, to Ann Scott for her wonderful address and teachers and performers for making it such an enjoyable day.

ASCA Awards Day Address by Anne Scott

Communication is not only a life skill – it is also a life choice.

Our backgrounds are diverse but one thing all of us here today have in common is that we choose to value communication skills. We are all here to celebrate the success of these students who have worked hard and have been rewarded for their commitment and talent. I congratulate them all. I would also like to take this opportunity to thank the ASCA examiners for their marathon effort in coming to Quirindi in 42 degree summer heat and working constantly to support and encourage the students. Your efforts are very much appreciated.

At Quirindi High School in 2003, the school executive members recognised the need to develop student presentation skills at formal assemblies. As English Head Teacher, I recommended that we implement the ASCA program, and seven years later – at last year’s Awards Day Ceremony - the School Education Director commented to the principal,

“Your students are great – they have poise.”

It is not compulsory for our students to participate in ASCA, but those who choose to do so, have developed their skills, and have demonstrated to others that it is possible. They have chosen to seek strategies for self-improvement. They now speak regularly, and they speak well. They are keen to embrace opportunities – including the new Musical Theatre Syllabus as you have seen here today, with Cara performing her item from Cabaret.

As a school, in implementing ASCA, we made the right choice.

However, it has not been easy. Isolation and a lack of time and of resources have presented obstacles. Our school is a small, rural, comprehensive High School in north-western NSW. Our context is not unique, but we needed to develop a model for implementing ASCA that suited us. Approximately 400 students are enrolled at the school, 20% are Aboriginal.

Many students travel long distances by bus and leave the school within 10 minutes of finishing. There are no practising speech teachers in the district so the only opportunity the students have is school-based participation. We therefore decided to integrate the ASCA program into our classroom English curriculum and assessment procedures, which means that all English teachers work with the ASCA syllabus to support the development of speaking and presentation skills.

For us, the program is all-inclusive. Students with significant disabilities have successfully completed grades and a high percentage of Aboriginal students have achieved outstanding results. It is also part of our Gifted and Talented strategy within the school. Students who participate are enthusiastic and hard-working and in recent years, ASCA students have reached the state level of debating.

In 2010, the school has been allocated Schools in Partnership Federal funding and we have chosen to direct some resources to the ASCA program. This will create greater opportunities to support the students and allow more time to be allocated to the overall implementation. It has the full support of the parent body and the principal (who is a previous ASCA student herself and now the parent of a talented and enthusiastic public speaker).

Teachers from other faculties often ask: Why do they have to do ASCA? Why is it different? Can't they just learn to give a speech? However, as a HSC English teacher and senior marker, I consider that the value of the ASCA program is far-reaching.

A writer in The Education Review recently stated:

“The ability to talk meaningfully is the foundation of literacy and numeracy. And in what is now a case of being seen and heard, experts are encouraging educators to place greater emphasis on developing oral communication skills in students of all ages, by giving them more opportunities to talk about their thoughts and feelings in class.”

Because of the change in the school leaving age, schools have had to adapt by creating alternate pathways for achieving a HSC and at Quirindi High School we have developed five pathways. However, the common thread in each of these pathways is the ability to speak and communicate effectively. By the time students reach the HSC, they are required to present oral assessment tasks in most subjects. The more practice they have, the more confident they will be, and they will also consolidate skills that transfer to their written responses.

Finally I would like to share a significant incident that occurred a few years ago.

I was at a very crowded outdoor bistro in Tamworth. There was space at our table and a grandmother brought two little girls to sit there and then left them for quite some time – at least an hour. They appeared to be quite underprivileged – to the point that they said they wished they could have meat for tea like we did. Anyway – they certainly were not daunted by the fact that they had been dumped with strangers and started chatting freely.

One of the girls, who was about 8, said to me:

“Guess what! I have a personal learning plan.

And guess what I want to do!

I want to do ASCA and I want to be better at public speaking.”

She had no idea who I was. She had no idea that I was organising ASCA and I have no idea who she was.

She had no shoes, very little to eat.

But she had made a life choice – and she was excited and proud.

Facebook Update

Being a gen X, I am on the fence when it comes to social networking on the web. With two small children, part-time study and teaching, I too resist the push to hop online and catch up with 'friends' on Facebook. 'Why not pick up the phone?' I find myself asking. However, Facebook is more than simply a way of keeping up with what your social set are up to. True, it is a social networking tool but more importantly, it is a network. I put this to the test recently when I posted a question to members of the ASCA Teachers' Facebook Network. I wanted some suggestions about how to deal with a particularly difficult group of 10 year old boys who love performing but are so full of energy (to put it politely) that I was struggling to keep them under control. 'Keep them moving while they recite their poems' was one suggestion, another ASCA Facebook member suggested relaxation exercises and promptly emailed me her favourites, another recommended structuring the lessons around the boys' interests.

The ASCA Teachers' Facebook Network enabled me to gain invaluable feedback, from great teachers, in time for my next lesson. It is fast becoming a collaborative resource for ASCA teachers but you need to be on Facebook to join. Joining Facebook is simple, just go to www.facebook.com and create an account. As a rule of thumb when you create a 'profile' on Facebook I suggest that you only supply information that you are happy for people to view. A common misconception is that you need to supply personal details to become a member or that everyone can have access to your account. Facebook gives you the option to create an account which can only be viewed by your 'friends'. Friends are people who you have accepted to view your 'wall' or home page. For more information about privacy on Facebook go to: <http://www.facebook.com/privacy/explanation.php>. The ASCA Teachers' Facebook Network is a 'closed' group which means that only members can view its content. To join, select 'Groups' then search for ASCA Teachers' Facebook Network. Click 'request to join' and you will receive an email from the group accepting your membership.

As for those boys, some of you may have the pleasure of examining their very theatrical performances in the not too distant future and unfortunately I can't promise they will be standing still during their speeches!

Samantha Luck, Public Relations Officer.

Debating Theory

A quick note for the Debating Theory section in the Senior Grade 3 exam. Times change and so has debating. Many experienced debaters no longer use the "Case Line", they now use a "Burden of Proof". Both serve the same purpose but the Burden of Proof isn't repeated by each speaker like the Case Line.

SOCIAL SPEECHES

Jillian Burgess

Anyone may be called upon to make one of the following speeches

- **Introducing a speaker**
- **Thanking a speaker**
- **Presenting a gift or token of appreciation**
- **A speech of thanks**
- **Proposing a toast**
- **The Loyal Toast**

The purpose in presenting a social speech is to deliver a formal message sincerely and graciously

POINTS TO REMEMBER

Use a salutation and address the gathering

- Be brief – no longer than two minutes
- Be courteous
- Remarks must be appropriate to the occasion
- Be original
- Try to avoid “*who really needs no introduction*”, “*It gives me great pleasure*”, or “*giving up your valuable time*”.
- Remember you are not the focus. You are drawing attention to the person or the occasion being honoured.

INTRODUCING A SPEAKER

- Be formal and **use a salutation**
- **Pronounce** the speaker’s name correctly
- Make sure **all your facts** are correct
- State **WHY** the speaker is qualified to give the speech, for example: “He has worked in the industry for the past fifteen years”
- **Include biographical information** that is relevant.
- State **How** the audience will benefit
- If the speaker is well known to the audience, **use the word “present”** instead of “introduce” or “please welcome”.

The following example is taken from “Powerspeak” by Dorothy Leeds
Our speaker is Jo Wilson. His subject is “Elephants don’t bite – It’s the little things that count.” Jo comes to us from Scottsdale, Arizona where he heads up his own personal development company. In the past six years he has held over 1,000 seminars and workshops. He helps successful speakers become even more successful. He’s creative and fun to listen to and his business card tells you “Success comes in cans not in cannots’s”. He’s speaking on “Elephants don’t bite: It’s the little things that get you”. Please welcome Jo Wilson.

THANKING A SPEAKER

Remember to use a salutation and ask the audience to join you in thanking the speaker.

Thank the speaker for all or for some of the following reasons:

- Informative facts
- Or a particular example
- Inspiration
- Entertainment
- Enthusiastic delivery
- Clear message
- Visual material

Do not express your personal opinion of the speaker's subject matter or thoughts and do not add any extra ideas of your own.

PRESENTING A GIFT OR A TOKEN OF APPRECIATION

The following ideas may be included in this type of speech

- **WHY** you admire this person
- **WHAT** has been achieved or their success
- **HOW** the success has been achieved
- The **BENEFIT** to others or the joint activity
- **Wishes for continued success.**

PRESENTING AN AWARD

Remember the salutation!

Close with inviting the audience to add their congratulations.

Trophy - certificate - ribbons - medal - Shield

WHAT **IS** the occasion?

WHICH **AWARD** are you presenting?

WHY..... are you presenting the award?

WHO **IS** receiving the award?

(name the person)

WHAT **HAS** been achieved?

STATE **THE REASONS** for the award.

ASK **THE AUDIENCE** to join you in congratulating the recipient.

SPEECH OF THANKS on accepting a gift or trophy

- Remarks show appreciation
- Mention WHO contributed
- Tell HOW everyone helped
- Keep speech simple and to the point
- Tell a story of something that happened in the process that not many people know

PROPOSING A TOAST

- Open with a salutation, for example “Chairperson, Members of the Executive and Distinguished Guests” or if it’s a birthday party, address the hosts, family and friends.
- Catch the attention of the audience with a quote, story or reference to an event.
- Add to the story, event or quote using appropriate examples.
- Be complimentary
- Ask the assembled guests to rise and drink the toast “Would you please be upstanding and drink a toast to the future happiness or success of” When everyone is standing repeat the words you wish the guests to say, e.g. “Melissa”.

THE LOYAL TOAST

Silence is called for by the Master of Ceremonies. Then the host says:
“Ladies and Gentlemen, would you please be upstanding for the Loyal Toast” or

“Ladies and Gentlemen, I give you the toast to Her Majesty, The Queen of Australia”.

And the guest of honour, or an appointed person says:

“The Queen”

CHECKLIST

Did I direct the attention to the person being honoured?

Did I show an understanding of protocol and address the distinguished guests correctly?

Was my speech too long?

Did I speak clearly and loudly enough?

Did I show warmth and sincerity?

Did I feel nervous? If so, why?

What can I do to improve my presentation next time?

Queries

If you have any queries about ASCA, the syllabus or examinations, please contact us by email, or write and they will be handed to the committee for an answer.

CONTRIBUTIONS – to the newsletter will be gratefully received by the editor.

**All newsletter correspondence should be sent to
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