

## 2022 ESU Chile Public Speaking Badge Tasks for Teacher and Student

### Eligibility

All students are encouraged and eligible to complete the badges, however, ultimately only **One** participant per school is eligible to enter the ESU Chile PSC 2022.  
 Participants must be students from an ESU member school.  
 Participants must be aged between 16 and 20 at the time of the competition.  
 Participants must be passport holders or permanent residents of Chile.

**Level 1 (5 tasks) = Organisation of content** – Brainstorming, Selecting topic, Statement of intent/thesis,

**Level 2 (6 tasks)= Reasoning and Evidence - Research, Content, Analysis**

**Level 3 (9 tasks)=Content Flow, Expression and Delivery/Listening and Response**  
 (prep for 3-4 minutes= 1-2 questions from each judge)

<b>Level 1 Badge: Organisation of content – Brainstorming; Selecting topic; Statement of intent/thesis;</b>		
	Teacher/Coach/Support Staff	Student Participant (10° 11° 12°=age 16-20 years)
Level 1 Task 1	Opened the current handbook (on ESU Web) and read the participants guidelines ... completed quiz (provided on ESU website) earned score of 80% or higher	Opened the current handbook (on ESU Web) and read the participants guidelines ... completed quiz (provided on ESU website) earned score of 80% or higher
Level 1 Task 2	Brainstorming is a popular technique that <b>involves a group of people all bouncing ideas off one another</b> . Everyone gathers around a whiteboard, talks through their ideas, and the group (hopefully) agrees on a creative direction on the spot. Lead your class in brainstorming ideas for PSC theme or have students do brainstorming individually or in small groups. If in classroom use whiteboard or if at distance online use “Zoom” whiteboard or breakout rooms. Using PSC theme have students write down as many words and ideas as they can think of that are connected with the theme in 60 seconds ... circle the top responses that jump out at them	On a blank piece of paper write down the selected 2022 theme <b>“We expect too much from our heroes”</b> Then, set a timer for 60 seconds and write down as many words and ideas as you can think of that are connected with the theme in 60 seconds ... circle the top responses that jump out at you
Level 1 Task 3	Next, have students take individual words from the theme (or various different permutations), put them into a search engine (e.g. Google) and see what kind of results come back ... copy and paste a list of their most interesting results	Next, take individual words from the theme (or various different permutations), put them into a search engine (e.g. Google) and see what kind of results come back ... copy and paste a list of the most interesting results
Level 1 Task 4	Now, taking individual words from the theme (or various different permutations) ask students to put them into an online dictionary or thesaurus. Have students copy and paste the resulting definitions, synonyms or antonyms ... and then circle or highlight the ones that inspire an interesting idea for a speech	Now, taking individual words from the theme (or various different permutations) and put them into an online dictionary or thesaurus. Copy and paste the resulting definitions, synonyms or antonyms ... circle or highlight the ones that inspire an interesting idea for a speech
Level 1 Task 5	Review the brainstorming ideas with your students and have each student choose a specific topic that they want to write a speech about – note, an interesting title is very often something that simply comes to the writer during the researching or writing process (or indeed after the speech has been constructed in its entirety)	Review the brainstorming ideas and choose a specific topic that you want to write a speech about – note, an interesting title is very often something that simply comes to the writer during the researching or writing process (or indeed after the speech has been constructed in its entirety)
	<b>All 5 Level 1 globes and Public Speaking Box should change color to show completion of level 1 tasks</b>	<b>All 5 Level 1 globes and Public Speaking Box should change color to show completion of level 1 tasks</b>
<p><b>Go online and play a free synonym game <a href="https://www.abcya.com/games/wordtoss_synonym_antonym">https://www.abcya.com/games/wordtoss_synonym_antonym</a></b>                      For example, the link above is easy but fun to do—select grade 6+ and advanced rather than basic to get the more difficult vocabulary words to appear ... just something fun and easy to reward the understanding of the process</p>		

**Level 2 Badge: Reasoning and Evidence- Research, Content, Analysis**

Teacher/Coach/Support Staff		Student Participant (10° 11° 12°=age 16-20 years)
Level 2 Task 1	Using “Brainstorming” research done previously, have each student identify 3 or more main arguments/ideas that they have located using 3 or more appropriate resources to possibly use when compiling their evidence and analysis ... copy paste their resources and evidence into their document they started on their topic	Using “Brainstorming” research done previously, identify your 3 or more main arguments/ideas that you have located using 3 or more appropriate resources to possibly use when compiling their evidence and analysis ... copy paste your resources and evidence into your document you started on your topic
Level 2 Task 2	Make an online bibliography ... one should always have more research items than what are actually used in their speech, therefore, each student should have at least 9 sources listed for 3 ideas to develop with at least 3 sources for each idea... <a href="https://www.easybib.com/">https://www.easybib.com/</a> is a free online program to organize resources—have students open the website and complete data for each of their resources—copy/paste the citations into their topic document	Make an online bibliography ... one should always have more research items than what are actually used in their speech, therefore, you should have at least 9 sources listed for 3 ideas to develop with at least 3 sources for each idea... <a href="https://www.easybib.com/">https://www.easybib.com/</a> is a free online program to organize resources— open the website and complete data for each of your resources—copy/paste the citations into your topic document
Level 2 Task 3	Speakers should aim to utilise fact-based resources (e.g. encyclopaedias), academic resources (e.g. journals or reports) and opinion-based resources (e.g. newspapers or news websites)... have your students check that each resource listed in their bibliography is a fact-based resource and that it is the most up-to-date information available	Speakers should aim to utilise fact-based resources (e.g. encyclopaedias), academic resources (e.g. journals or reports) and opinion-based resources (e.g. newspapers or news websites)... check that each resource listed in your bibliography is a fact-based resource and that it is the most up-to-date information available
Level 2 Task 4	It is generally unwise for a speaker to allow one piece of evidence, from one source, to underpin an entire argument in their speech—better to have more than one source of evidence, particularly where statistics are involved... ask students to expand their research for their resources to include additional resources that might include the same information provided in another resource that they have included	It is generally unwise for a speaker to allow one piece of evidence, from one source, to underpin an entire argument in their speech—better to have more than one source of evidence, particularly where statistics are involved... expand your research for your resources to include additional resources that might include the same information provided in another resource that they have included
Level 2 Task 5	Anecdotal evidence (personal stories, myths, memories etc.) can sometimes be used to great effect -- an argument does not always have to be supported by facts, figures, quotations etc. Arguments can also be supported by analogies or examples of things which people know to be true under the status quo (i.e. without reference to statistics or quotations from credible sources to demonstrate or prove the truth of the example) – ask students to add to their resources list anecdotal evidence or an analogy with a good deductive argument and lead to an obvious or logical conclusion that are relevant to their topic	Anecdotal evidence (personal stories, myths, memories etc.) can sometimes be used to great effect -- an argument does not always have to be supported by facts, figures, quotations etc. Arguments can also be supported by analogies or examples of things which people know to be true under the status quo (i.e. without reference to statistics or quotations from credible sources to demonstrate or prove the truth of the example) – add to your resources list anecdotal evidence or an analogy with a good deductive argument and lead to an obvious or logical conclusion that are relevant to your topic
Level 2 Task 6	Using structure creatively (e.g. by categorising arguments in an interesting way or by giving the structure a theme) allows the speaker to incorporate their own speaking style into their structure – ask students to look at the order of the 3 main arguments/ideas that they want to present ... rearrange the order to reflect the order of ideas that they would present first, second, and third within their speech	Using structure creatively (e.g. by categorising arguments in an interesting way or by giving the structure a theme) allows the speaker to incorporate their own speaking style into their structure – look at the order of your 3 main arguments/ideas that you want to present ... rearrange the order to reflect the order of ideas that you would present first, second, and third within your speech

	All 6 Level 2 globes and PSC Box should change color to show completion of level 2 tasks	All 6 Level 2 globes and PSC Box should change color to show completion of level 2 tasks
<p>As a celebration that you completed the Level 2 tasks, go online and play a free game <a href="https://kahoot.com/">https://kahoot.com/</a> Kahoot! is a free, online gamification tool and learning platform. Educators can create and share interactive quizzes in the classroom, with an unlimited number of participants. Teachers (or ask the students) to create questions regarding the 2022 PSC Theme/topics—then, students log in using their cell phones to play against each other answering the questions generated on your topic</p>		

<b>Level 3 Badge: Content Flow, Expression and Delivery - Body language, Linguistic skills, Confidence</b>		
Teacher/Coach/Support Staff		Student Participant (10 <sup>o</sup> 11 <sup>o</sup> 12 <sup>o</sup> =age 16-20 years)
Level 3 Task 1	Good speeches should attempt to do four things – persuade, inform, inspire and entertain the audience and the adjudicators. Speakers will need to organize their speech accordingly to include three parts – the introduction, body, and conclusion. Have each student use the outline of their brainstorm/research notes to write a first draft of their speech ... then, read it aloud to another student or family member—set the timer and note the length of their speech – then make additions or eliminations as needed	Good speeches should attempt to do four things – persuade, inform, inspire and entertain the audience and the adjudicators. You will need to organize your speech accordingly to include three parts – the introduction, body, and conclusion. Use the outline of your brainstorm/research notes to write a first draft of your speech ... then, read it aloud to another student or family member—set the timer and note the length of your speech – then make additions or eliminations as needed
Level 3 Task 2	Participants who speak for fewer than 4 minutes and 30 seconds or more than 5 minutes and 30 seconds will be penalised by the adjudicators. The speech is immediately followed by a 3-4-minute question period. Have students read their speech aloud to another student or family member—set the timer and note the length that their speech is within the designated time range	Participants who speak for fewer than 4 minutes and 30 seconds or more than 5 minutes and 30 seconds will be penalised by the adjudicators. The speech is immediately followed by a 3-4-minute question period. Read your speech aloud to another student or family member—set the timer and note the length that your speech is within the designated time range... do this as many times as needed
Level 3 Task 3	A statement of intent must be included in the introduction, to let the audience know what the speaker is trying to achieve with their speech, what the targets are etc. speech must also provide some <b>evidence</b> that demonstrates the extent of the problem, <b>propose solutions</b> to the problem, and discuss the principled and <b>practical reasons</b> why we must solve the problem -- Have students read their speech aloud to a third student or family member, after they finish discuss what evidence, solutions, and reasons that were presented	A statement of intent must be included in your introduction, to let your audience know what you are trying to achieve with your speech, what the targets are etc. speech must also provide some <b>evidence</b> that demonstrates the extent of the problem, <b>propose solutions</b> to the problem, and discuss the principled and <b>practical reasons</b> why we must solve the problem -- read your speech aloud to a third student or family member, after they finish discuss what evidence, solutions, and reasons that were presented – adjust your speech as needed
Level 3 Task 4	Have each student organize their final speech in an outline format rather than complete narrative sentences - introduction or opening statement (could write out in full, particularly if it contains a quotation or a statistic), do not write out the arguments in the main sections in full but have students use key words to remind them of the progression of their arguments, as well as any statistics or quotations in support of those arguments – could use three different colors for each of the three main ideas -- conclusion or summary should contain all the main strands of the speech and may be written out in full, particularly if it contains a quotation or a statistic ... practice saying the speech and note the timing	Organize your final speech in an outline format rather than complete narrative sentences -- introduction or opening statement (could write out in full, particularly if it contains a quotation or a statistic), do not write out the arguments in the main sections in full but use key words to remind yourself of the progression of your arguments, as well as any statistics or quotations in support of those arguments – could use three different colors for each of the three main ideas --conclusion or summary should contain all the main strands of the speech and may be written out in full, particularly if it contains a quotation or a statistic ... practice saying your speech and note the timing

Level 3 Task 5	If not done yet, have students give their speech a title that demonstrates a significant or creative interpretation of the 2022 PSC theme – then, look over their speech notes and circle or highlight specific key words that they want to enunciate slower or put emphasis for emotional effect, to set the tone or pacing... practice saying their speech again and note the timing	If not done yet, give your speech a title that demonstrates a significant or creative interpretation of the 2022 PSC theme – then, look over your speech notes and circle or highlight specific key words that you want to enunciate slower or put emphasis for emotional effect, to set the tone or pacing... practice saying your speech again and note the timing
Level 3 Task 6	<b>Body language gestures</b> include facing the audience, and using hands and arms freely to demonstrate, emphasise or otherwise support the words being spoken... body language also includes use of facial expression and <b>eye contact</b> and speakers use them appropriately to compliment the text throughout the speech—use a different colour highlighter to note key words to focus on gestures used ... practice saying their speech again and note the timing	<b>Body language gestures</b> include facing the audience, and using hands and arms freely to demonstrate, emphasise or otherwise support the words being spoken... body language also includes use of facial expression and <b>eye contact</b> and speakers use them appropriately to compliment the text throughout the speech—use a different colour highlighter to note key words to focus on gestures used ... practice saying your speech again and note the timing
Level 3 Task 7	Provide a copy of the 2022 PSC Rubric to each student—assign them a partner to listen to their speech and score each area within the rubric, then have students share their observations with their partner and switch roles – be sure to practice the 3-4 minute Question-Answer Section included on the rubric	Use a copy of the 2022 PSC Rubric —with another student listen to their speech and score each area within the rubric, then share your observations with your partner, then switch roles and give your speech as they score your results– be sure to practice the 3-4 minute Question-Answer Section included on the rubric
Level 3 Task 8	In a quiet area have each student record their 5-minute speech using the guidelines provided—mp4 video, a solid color background; one camera shot including from waist to head (no zooming/panning or full body shots), semi-formal/casual street wear (no school uniform to identify your school), introduce using only your given name and title of speech (no family name or school name that might influence judges) – after recording, watch back and confirm there are no visual or audio issues	In a quiet area record your 5-minute speech using the guidelines provided—mp4 video, a solid color background; one camera shot including from waist to head (no zooming/panning or full body shots), semi-formal/casual street wear (no school uniform to identify your school), introduce using only your given name and title of speech (no family name or school name that might influence judges) – after recording, watch back and confirm there are no visual or audio issues
Level 3 Task 9	Divide your class into groups of 5 students per group—have each student present live or share their 5-minute mp4 video speech with the group —watch each video or live presentation and record their rubric scores ... discuss the results, who had the strongest presentations and why – which presenter would they select to earn 1 <sup>st</sup> place and why	Share your 5-minute mp4 video speech with at least 5 different students—watch their videos and record their rubric scores ... discuss the results, who had the strongest presentations and why – which presenter would you select to earn 1 <sup>st</sup> place and why
	<b>All 9 Level 3 globes and PSC Box should change color to show completion of level 3 tasks</b>	<b>All 9 Level 3 globes and PSC Box should change color to show completion of level 3 tasks</b>
<p><b>As a celebration that you completed the Level 3 tasks, go online and watch the 2021 ESU Chile PSC Winner give her ISPC speech that Dominga had prepared for the ISCP ESU London May 2021</b>  <a href="https://www.esu.cl/public-speaking-competition-award-ceremony-and-winners-workshop/">https://www.esu.cl/public-speaking-competition-award-ceremony-and-winners-workshop/</a></p> <p><b>2021 ESU Chile IPSC Winner</b> Pavit (Malaysia) 'Behind the Smile'  <a href="https://www.youtube.com/watch?v=remAiLGyqGk">https://www.youtube.com/watch?v=remAiLGyqGk</a></p>		

### ESU Chile Incentives:

1. Selected by your teacher to represent your school for the current ESU Public Speaking Competition (PSC)
2. Completed video recording of your PSC 5-minute speech and sent it to ESU following all the guidelines in the current ESU Handbook
3. Selected to be a semifinalist in the ESU Public Speaking Competition (PSC)

4. Selected as a finalist in the ESU Public Speaking Competition (PSC)
5. Awarded placement medal of 3rd Place, 2nd Place, or 1st Place in the ESU Public Speaking Competition (PSC)
6. Awarded placement medal of 1st Place in the ESU Public Speaking Competition (PSC) which qualifies you to represent Chile in the International Public Speaking Competition (IPSC)

#### ESU Badge Design – Virtual Challenge

Level 1 = 5 tasks, when completed each globe turn **bronze** color and event box (such as Public Speaking Competition) gains a **bronze** color frame when all 5 tasks are completed (or rather than bronze use blue, red, white or yellow, etc)

Level 2 = 6 tasks, when completed each globe turn **silver** color and event box (such as Public Speaking Competition) gains a **silver** color frame when all 5 tasks are completed

Level 3 = 9 tasks, when completed each globe turn **gold** color and event box (such as Public Speaking Competition) gains a **gold** color frame when all 5 tasks are completed

Any participant that enters the event competition gets the year under the event

