

Section 1:

#1 "Picture this: You've been sitting at your desk for hours, your brain feels like mashed potato, and your legs just won't stop bouncing. All you can think about is getting outside, breathing fresh air, and moving around. But when recess finally comes... it's over before you even catch your breath."

Strengths: Your opening creates an immediate connection with the audience through relatable sensations. The "mashed potato" brain comparison is memorable and age-appropriate.

Weak transitions → Your opening paragraph jumps quickly from the scenario to your position statement without building a bridge between them. "Sounds fair? I don't think so" feels abrupt rather than flowing naturally from your scenario.

Picture this scenario that happens every day in our school: after sitting for hours with our brains feeling like mashed potato, recess finally arrives—but it's over in a flash. Is that really enough time to recharge? I don't think so.

#2 "Research proves that after physical activity, our brains are more alert and ready to learn. It's like recharging a battery—only instead of plugging in, we run, jump, laugh, and play. Longer recess means we come back to class more focused, with energy to actually pay attention."

Strengths: Your battery metaphor effectively illustrates the concept of mental rejuvenation. You've connected physical activity directly to learning outcomes.

Lack of specific examples → While you mention "research proves," you don't provide any specific examples or statistics to support this claim.

Studies from the Education Department show that schools with 30-minute recesses report 40% better attention spans in afternoon classes. Just like recharging a battery, our playground time gives us the energy to focus better.

#3 "So what do we do? We speak up. We write to our principal. We ask our student council to help. We tell adults: 'We're not asking for a break—we're asking for a better future.'"

Strengths: Your call to action is clear and provides specific, actionable steps. The repetition of "We" creates a powerful rhythm and sense of community.

Underdeveloped conclusion → This section introduces action steps but doesn't fully develop how these actions might be implemented or what specific changes you're requesting.

So what do we do? First, we create a petition with our specific request: extending recess from 20 to 30 minutes. Then, we present it to our principal with examples of schools that have already made

this change. We can work with our student council to organise a presentation showing how longer recess improves test scores and behaviour—because we're not just asking for a break, we're asking for a better education.

■ Your speech has a clear structure with an engaging introduction, three main points, and a call to action. The three-part argument (brains, bodies, life skills) gives your speech a solid foundation. To strengthen your piece, try adding more specific details to each section. For example, in your "Brains" section, you could mention a specific school that improved test scores after extending recess. Your "Life Skills" paragraph could benefit from a short personal story about how you learned something important during playground time. Also, consider adding more variety to your sentence structure—try combining some of your shorter sentences to create more complex thoughts. Your conclusion is strong but could be even more powerful if you added one memorable line at the very end—perhaps a vision of what your school could look like with longer recess periods. Your passion for this topic shines through, but backing it up with more concrete examples would make your argument even more convincing.

Score: 41/50

Section 2:

Speech Title: "More Recess, Better Results!"

#1 Picture this: You've been sitting at your desk for hours, your brain feels like mashed potato, and your legs just won't stop bouncing. All you can think about is getting outside, breathing fresh air, and moving around. But when recess finally comes... it's over before you even catch your breath.

Sounds fair? I don't think so.

We need longer recess—not just because we want more time to play, but because it helps us become smarter, healthier, and happier students.

Recess Makes Our Brains Smarter

#2 Research proves that after physical activity, our brains are more alert and ready to learn. It's like recharging a battery—only instead of plugging in, we run, jump, laugh, and play. Longer recess means we come back to class more focused, with energy to actually pay attention.

It Keeps Our Bodies Healthy

Doctors say we need at least 60 minutes of physical activity every day. But how can we do that if recess is only 15 or 20 minutes long? Longer recess helps fight stress, prevent obesity, and even boosts our immune systems. It's like a workout and a happiness booster at the same time.

It Teaches Us Life Skills

Believe it or not, the playground is one of the best classrooms. It's where we learn how to solve problems, make friends, take turns, and bounce back from failure—like when we fall and get back up. More time on the playground means more chances to grow into kind, confident people.

#3 So what do we do? We speak up. We write to our principal. We ask our student council to help. We tell adults: "We're not asking for a break—we're asking for a better future."

Because when kids get more time to play, everyone wins.

Let's make recess longer. Let's make school better. Let's start today.