**Informative Speech Calendar (may change)**

**November 2019**

| [◄ October](https://www.wincalendar.com/Holiday-Calendar/October-2019" \o "October 2019) | **November 2019** | | | | | [December ►](https://www.wincalendar.com/Holiday-Calendar/December-2019) |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
|  |  |  |  |  | 1 | 2 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 17 | 18  Watch, “I Have Tourette’s, but Tourette’s Doesn’t Have Me” | 19  Examine disability list  Choose group  research | 20  Dates assigned  research | 21  research | 22  research | 23 |
| 24 | 25  research | 26  ½ day | 27  NO SCHOOL | 28  NO SCHOOL | 29  NO SCHOOL | 30 |

| [◄ Nov 2019](https://www.wincalendar.com/Holiday-Calendar/November-2019) | **December 2019** | | | | | [Jan 2020 ►](https://www.wincalendar.com/Holiday-Calendar/January-2020) |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** |
| 1 | 2  research | 3  Drafting the outline | 4  outline | 5  outline | 6  Visual aid | 7 |
| 8 | 9  Visiual aid | 10  practice | 11  practice | 12  **speeches** | 13  **speeches** | 14 |
| 15 | 16  **speeches** | 17  **Informative speech assessment** | 18  **Informative speech assessment** | 19 | 20  **½ day** | 21 |

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Informative Speech**

An informative speech is like teaching. The purpose of an informative speech is to try to teach something to the audience. The success of your speech depends on whether the audience learns what you wanted to teach them. You need to tell the audience why the information is useful and valuable. You need to make sure that the audience understands and remembers the essential information.

In order to make us a more aware community, you will complete an informative speech on a common disability. You will have an opportunity to complete research in a computer lab, but you are expected to complete research on your own as well. In order to do well, you will need to practice your speech repeatedly prior to your scheduled date.

**You must complete the following tasks:**

* choose a topic
* define the disability
* research the following:
  + symptoms
  + causes (ie: hereditary, genetic, environmental etc.)
  + treatments
  + population commonly affected
  + what the disability “looks” like
  + cures
  + statistics on number affected
* create a full sentence outline
* create 3x5 note cards to be used during the speech (no papers allowed)
* prepare a 5-7 minute speech (deductions will be given for speeches going over or under the time limit
* cite 3 sources in a bibliography listed on the outline
* create a visual aid (ex: poster, power point, chart, graph etc.)
* create 5 quiz questions that the audience can answer based on the information you provided in your speech

**Write the date on which your speech will be given in class at the top of this paper.**

**INFORMATIVE SPEECH OUTLINE**

**I. Introduction**

**A. Attention Getter:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**B. Introduce yourself:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**C. Establish *Relevancy*:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**II.  Thesis**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**A. First main point:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**B. Second main point: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Transition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**C. Third main point: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**III. Conclusion**

**A. Thank** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B**. **Restate** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**C**. **Closure**:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Sources:**

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**SAMPLE INFORMATIVE SPEECH OUTLINE FORMAT 5-7 minutes**

**Student’s Name:**

**Topic:**   Title that suggests the topic of your speech

**I. Introduction**

**A. Attention Getter:**  Something that grabs the attention of the audience.

Examples of this: startling statistics, stories, rhetorical questions, quotations, scenarios

**B. Introduce yourself:**

Ex: Good morning. I’m \_\_\_\_\_\_\_\_\_\_\_\_\_ and today I’ll be discussing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C. Establish *Relevancy*:**

  Why should the audience listen to your speech? Make it personal to each of them.

1. What personally connects you to this topic?

**II.  Thesis**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(you will have to come up with what an angle. Why you are informing them?**

Ex: alarming increase in this disability, misunderstood disability, family member who has disability

**A. Statement of the first main point; this can be symptoms, causes, population affected ETC.**

1. Idea of development or support for the first main point

a. Support material (ex: statistics, quotation, etc.- cite source)

b. Support material (ex: statistics, quotation, etc. - cite source)

2. More development or support

a. Support material (ex: statistics, quotation, etc.- cite source)

b. Support material (ex: statistics, quotation, etc. - cite source)

3. More development if needed

**Transition:  (Required) Moves the audience smoothly to the next topic.**

Ex: Once a person has displayed these symptoms and has been diagnosed, treatments can vary.

**B. Statement of second main point; this can be symptoms, causes, population affected.**

1. Idea of development or support for the first main point

a. Support material (ex: statistics, quotation, etc. - cite source)

b. Support material (ex: statistics, quotation, etc. - cite source)

2. More development or support

a. Support material (ex: statistics, quotation, etc. - cite source)

b. Support material (ex: statistics, quotation, etc. - cite source)

3. More development if needed

**Transition:  (Required)  (Required) Moves the audience smoothly to the next topic.**

**C. Statement of third main point. This could be cures or causes or trends.**

1. Idea of development or support for the first main point

a. Support material (ex: statistics, quotation, etc. - cite source)

b. Support material (ex: statistics, quotation, etc. - cite source)

2. More development or support a. Support material (ex: statistics, quotation, etc. - cite source)

b. Support material (ex: statistics, quotation, etc. - cite source)

3. More development if needed

**III. Conclusion**

**A.** Thank the audience

**B**. **Restate** your thesis: Ex: Today you learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C**. **Closure**:   Develop a creative closing that will give the speech a sense of ending. You may want to refer back to you attention getter.

Informative Speech Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You will be teaching us about a topic. Pretend as if we know nothing about it. After your speech, we should be able to discuss the topic intelligently. The use of a visual/media aid is a requirement! Your presentation should be between 5-7 minutes. An outline for your presentation will be turned in PRIOR to your presentation as part of your grade.

You will be graded on the information presented as well as appropriate use of visual aids, eye contact and gestures. Your vocal characteristics, such as rate, pitch, volume and tone will also be evaluated. Please be prepared. If you are not prepared to go on the date assigned, you will be given a grade of 0.

Introduction

Attention getter n/a needs work good excellent

Greeting n/a needs work good excellent

Body

Main point #1 n/a needs work good excellent

Main point #2 n/a needs work good excellent

Clearly informed about topic n/a needs work good excellent

Conclusion

Reviewed main points n/a needs work good excellent

Good concluding statement n/a needs work good excellent

Outline

Sources present n/a needs work good excellent

Complete & organized n/a needs work good excellent

Neat & legible n/a needs work good excellent

Visual Aid

Supported the topic n/a needs work good excellent

Prepared in advance n/a needs work good excellent

Neat and error free n/a needs work good excellent

Delivery

Eye contact n/a needs work good excellent

Volume n/a needs work good excellent

Rate n/a needs work good excellent

Vocal variety n/a needs work good excellent

No Voiced Pauses n/a needs work good excellent

Time: \_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_

Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Speech Research

Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information about topic:

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Information about topic:

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**Quiz Questions**

**Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Peer Evaluation Form for Group Work**

Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree).

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | **Group member:** | **Group member:** | **Group member:** |
| **Contributed to research** |  |  |  |
| **Completed his/her portion of the outline** |  |  |  |
| **Remained focused the whole time** |  |  |  |
| **Produced quality work** |  |  |  |
| **Cooperative and flexible** |  |  |  |
| **Contributed significantly to the success of the project.** |  |  |  |
| **Assign a point total for each person. Your group will get a maximum of 75 points. Decide how those points will be divided.** | **\_\_\_\_\_\_\_\_/25** | **\_\_\_\_\_\_\_\_/25** | **\_\_\_\_\_\_\_\_/25** |