

UNIT 6 - LESSON 1: SEVEN HABITS - Activity # 5

Name:

Age:

Date:

Location:

Directions:

An informative speech provides information about a specific subject to an audience. The aim of an informative speech is to help your audience to understand and to remember the information you are presenting.

Your general purpose in an informative speech is to inform. Your specific purpose relates to your topic and to the specific information you want to convey.

1. Create a five-minute informative speech on the Seven habits of highly effective and defective teens. Use your notes and information from your completed Activity 3 assignment - A to support your thesis.
2. In your speech, you want to inform the listener about the top three effective and defective habits that you relate to or experience the most.
3. Use [this informative speech writing guide](#) to help you write your speech.
4. Use the template below to organize your speech



Complete the sections below

Parts of the Speech		Complete
Thesis Statement: Writing a Thesis Statement - A thesis statement is a complete sentence that expresses the speaker's most important idea, or key point, about a topic. A thesis statement guides the development of a speech. Examples: 1. Specific purpose: "I want to explain the characteristics of the six major classifications of show dogs." Thesis statement: "Show dogs are classified according to their characteristics as hounds, terriers, working dogs, toys, sporting dogs, and non-sporting dogs." 2. Specific purpose: "I want to convince the class that they should read "To Kill a Mockingbird." Thesis statement: "To Kill a Mockingbird is an excellent book to read because it features interesting characters, thought-provoking issues, and an exciting plot."	One sentence summarizing the main idea of your speech:	

The more convincingly you can show your listeners that you know about your topic, the more likely they are to pay attention and to remember what you say.		
Specific Purposes: 1. Express the specific purpose as a declarative sentence. 2. State the specific purpose precisely. "I want to explain the four steps in soccer-style place-kicking." 3. Make sure the specific purpose contains only one idea. 4. Include words in the specific purpose that show your intent. Examples: explain, show, give	A list of what you want to accomplish throughout your speech:	
Introduction: The beginning section of your speech is the introduction. An introduction can be as short as a few sentences and should usually be no longer than 10 percent of the speech. Length varies, depending on the topic, the audience's interest level, and the audience's knowledge about the subject.	A couple of example sentences from your speech leading up to your thesis:	

An introduction serves three very important purposes.

It should:

1) get the attention of the audience - (sustained interest) - you need to find a way to focus the audience's attention on the subject matter of your speech, then, when you get into the body of the speech, your audience will continue to listen.

2) gain the goodwill of the audience - (audience's respect or positive feeling for the speaker as a person) - What you say in your opening remarks and the way in which you say it - your tone, your inflection, and other nonverbal signals are important. If your audience likes or trusts you, they will likely be willing to listen to what you have to say and to think about your message.

3) develop the audience's interest in the topic of the speech - (involvement or concern your audience shows about your topic) - Include facts, examples, and other information that will hold your audience's attention. You can use any of the common methods for beginning a speech - a startling statement, a question, a quotation, a story, or a personal reference

- in an informative speech.		
Main Points: They can: **Save time in explanation **Clarify a point **Help an audience remember important material Sometimes you can find audiovisual materials --such as charts, diagrams, photographs, audio, graphs, or maps - already prepared. Organizing the Body of an Informative Speech The body of a speech is the portion in which the main points are developed. To organize the body of a speech, you will need to 1) determine the main points you want to stress 2) organize the main points in a consistent pattern the audience can follow 3) outline all the material you plan to use in the speech Because the body of a speech contains the most important ideas that will be presented, many experienced speakers prepare it first. Then, after they know the development of the main ideas, they usually find the introduction and conclusion easier to prepare. Determining the Main Points The main points of a speech	(Subpoint 1)	
	(Subpoint 2)	

are the major ideas under which the supporting information is organized.

If you have composed a well-written specific purpose, then determining the main points of your speech should be fairly easy. The specific purpose or the thesis statement lead to the wording of the main points.

Example:

Specific Purpose: I want to explain the three ways that dogs have shown themselves to be our “best friends.”

Thesis Statement: Dogs have earned their place as our “best friends” by working with people, by protecting people and their property, and by showing love and devotion to people.

Main Points: I. Dogs work with people. II. Dogs protect people and their property. III. Dogs show love and devotion to people.

The main points of your speech may be organized in any of a number of logical patterns. The three most common methods of arrangement are chronological order, spatial order, and topical order.

(Subpoint 3)

Conclusion:	A couple of example sentences from your speech	
References:		

Exit Ticket Scoring Rubric - For educator and parent use only

Assignment Scoring Rubric	4 (Advanced)	3 (Proficient)	2 (Developing)	1 (Emerging)	0 (Not Demonstrated)	Add Your Score here (0 - 4)
Content	Response to assigned topic is thorough and well written, with varied sentence structure and vocabulary; Detailed, thoughtful, well written Clearly illustrates topic(s) taught Includes examples of how the learning was applied Key components/details included	Response thoughtful and fairly well written; Well written, may include a few errors that do not interfere with understanding the work Illustrates the topic(s) taught Discusses the learning/connection s the student made	The Response adequately addresses some aspects of the assigned topic; Tells what was learned; May have incomplete information, missing 1 or 2 details	The response does not adequately address the assigned topic; Does not reflect topic(s) taught in the activity	Not Demonstrated	
Organization	Very logically organized; contains introduction; development of main idea (or ideas), and conclusion.	Contains introduction, some development of ideas, and conclusion.	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion.	Entry is unstructured.	Not Demonstrated	
Mechanics	Flawless spelling and punctuation.	Few or no spelling errors; some minor punctuation mistakes.	Several spelling and punctuation errors.	Many instances of incorrect spelling and punctuation.	Not Demonstrated	

Average Rubric Score: _____