

PUBLIC SPEAKING

OUTLINING SKILLS

I. Introduction

- A. Greeting (only if needed)
- B. Attention getter (HOOK)
- C. Thesis Statement
- D. Preview of main points

Transition

II. Body

A. Main point #1 (BING)

- 1. Subordinate point (e.g., "According to...")
 - a. Support (e.g., example, statistic, visual, testimonial)
 - b. Support
- 2. Subordinate point
 - a. Support
 - b. Support

Transition

A transition statement tells the audience that you have finished one point and are moving on to the next. In speaking, your transitions must be very explicit, because if a listener loses his or her place, he or she can't simply turn back to previous pages to catch up. If a listener misses something, he or she misses it forever, so you must work hard as a speaker to help your listeners keep track of your material.

A sample transition might go like this: "Now that we have seen the symptoms common to dyslexia, let's move on to examine the most likely causes of the disorder."

B. Main point #2 (BANG)

1. Subordinate point

- a. Support
- b. Support

2. Subordinate point

- a. Support
- b. Support

Internal Summary (there's A and B but most importantly there's C)

C. Main point #3 (BOOM)

1. Subordinate point

- a. Support
- b. Support

2. Subordinate point

- a. Support
- b. Support

Transition

III. Conclusion

- A. Signal closing
- B. Restate thesis
- C. Review main points

- 1. Main point #1
- 2. Main point #2
- 3. Main point #2

D. FINAL PUNCH - Memorable statement or call to action (TAG)

E. Thank audience for listening

STRUCTURING A SPEECH

1. TIME--a series of events or steps in a process, events or steps must follow a specific order.
2. SPACE--parts of something and how they fit together to form the whole either literally or figuratively.
3. CLASSIFICATION--information-giving is the speaker's primary goal; categories must be comprised of relatively equal, non-overlapping points.
4. COMPARISON--comparing things by showing their similarities.
5. CONTRAST--comparing things by showing their differences.
6. CAUSE-EFFECT--the speaker establishes a relationship between two events or that a certain result(s) is the product of a certain event(s).
7. PROBLEM-SOLUTION--the speaker outlines a problem(s), offers a feasible solution(s) and illustrates the advantages of the solution or how the solution solves the problem.

TAKE EACH MAIN POINT AND SUBSTRUCTURE IT.

Use one of the seven structures for EACH main point.

SEE THE ACCOMPANYING EXAMPLE OUTLINE!

WHEN DELIVERING THE SPEECH, REINFORCE THE STRUCTURE TO YOUR AUDIENCE BY USING A PREVIEW... "Today I will cover three aspects of..." INTERNAL SUMMARIES... "So far we've looked at....Now let's move to..." AND A REVIEW. "So, I've shown you the three aspects of..."

Title: URBAN LEDGENDS

Type of Speech: Informative

Purpose: To inform my audience as to what urban legends are and why they exist.

Introduction:

Have you heard the one about the fried rat found at Kentucky Fried Chicken? (rhetorical question-attention getter)

Or "A man in Charleston died after eating a fried rat at a local Kentucky Fried Chicken." (startling fact)

(Transition: I couldn't believe this so I checked the Internet on the Urban Legends site. From this search, I learned how to tell truth from fiction.)

Urban legends are not a new phenomenon. *(Introduce the topic)*

I have studied urban legends for the last few years because they are so fascinating. *(Establish credibility)*

In order to better understand this phenomenon, let me explain what an urban legend is and what purpose it serves in our society. *(Central idea, preview, blueprint)*

(Transition: First, let me explain what urban legends are.)

Body:

I. Urban legends are stories which are spread primarily through word of mouth, are widespread, and frequently involve acts of violence or tragedy.

A. Urban legends are spread by word of mouth.

1. Friend of a Friend (FOAF)
2. Usually not recorded
3. Quote from Brunvand (1992) about word of mouth

B. Urban legends are Widespread.

1. Occur throughout the country
2. Situation may change slightly
3. Appear in newspapers (quote from Smith, 1998)

C. Urban legends frequently involve acts of violence or tragedy.

1. Murder, "harmless" pranks, etc.
2. Psychological harm
3. Tragedy

(Transition: Now that you know what we are dealing with, you are probably wondering why these stories exist.)

II. Urban legends serve four main functions.

A. They teach a lesson

1. Quote from Brunvand(1992)
2. Examples
 - a. Example of stranger in the backseat
 - b. Example of light flasher
 - c. Example of the kidney heist

B. They allow us to discuss common fears in a non-threatening way.

C. They give us the opportunity to have villains and heroes.

1. Quote from Smith (1998)
2. Examples
 - a. AIDS Mary
 - b. Stranger in the house

D. They provide traditional entertainment--story telling.

(Transition: So obviously there are some fairly important reasons for the existence of these stories.)

Conclusion:

I. To summarize, urban legends are stories which are spread by word of mouth, are widespread, and frequently involve violence or tragedy. They also serve 4 main functions: teaching lessons, allowing discussion of fears, allowing discussion of villains and heroes, and provide entertainment.

II. After this, I hope you'll never react to the Kentucky Fried Rat story the same way!

Title: CANDLE MAKING

Type of Speech: Demonstration

Purpose: To demonstrate my audience on how to make candles.

I. Introduction

A. **Attention Material:** What comes to mind when you see candles? We associate candles with celebrations (like Christmas or birthdays) or special occasions. Candles date back to the Ancient Egyptians who are credited with making the first candles. They used torches made by soaking the spongy core of reeds in melted tallow (National Candle Association: History of Candlemaking, p. 1).

B. **Tie to the audience:** I'm sure that all of us at some point have used candles for celebrations, romantic experiences, or for just plain decoration. The great part about making your own candles is that they are inexpensive to make and you shape the wax into something special. What could be more special than to make someone you love a homemade gift?

C. **Credibility material:** Two years ago, I made candles for decoration and also for people to purchase during a medieval Madrigal dinner production that our A Cappella choir put on. I have also made candles since then as a part of my church youth group around the Christmas season.

D. **Preview:** I will explain three basic things which include how to go about finding the right materials, how to melt the wax, and how to make a molded ice-cube candle.

[Transition: Let's start by doing the most important thing, which is to find all of the materials, and tools needed to make candles.]

II. Body

A. The first step is to gather the equipment you will need (The Basics and Cool Candlemaking Ideas, p. 1).

1. You will need wax; you can either use old, worn out candles which are obviously free or you can purchase paraffin wax from a craft store.

2. You will need wicks; you can make wicks from heavy, braided cotton string or can purchase wicks from a craft store. I read in Ray Shaw's book entitled Candle Art that heavy braided cotton string works just as good (Shaw 25-26). I've never tried the cotton string but it's worth a try.

3. You need to set up a double boiler.

a. You can use an actual double boiler

b. You can make your own using a pan and a jar or coffee can.

4. You will need a mold if you are planning on making a molded candle. This can be anything; a milk carton, Dixie cups, tin can, paper towel tube, etc.

5. There are two optional ingredients.

- a. You can use crayons of the desired color to color the wax or buy wax dye.
- b. You can purchase scented oil to make your candles smell wonderful.

[Transition: Once you have all the material that you need, you can move on to melting the wax.]

B. Your second step is to melt the wax (Pioneer Clubs: Trailblazer Handbook, p. 165).

1. Start by placing wax in the double boiler or in a coffee can put in a pan of water.
2. Heat until the water boils.
3. Make sure to turn down the heat, and let the wax melt. Don't let it boil.
4. Add wax dye, crayons, or scent (if desired) and stir.

[Transition: Now that the wax is melted, you can let your creativity run wild and have fun making candles. You can make just about anything but I'm going to show you how to make a molded ice-cube candle.]

C. This is how you go about making a molded ice-cube candle (Pioneer Clubs: Trailblazer Handbook, p.166).

1. Cut off the top of a milk carton.
2. Place a candle the height of the carton in the center of the carton. This makes an excellent wick.
3. Break ice-cubes into chunks
 - a. Finely crushed ice creates small holes. Large cubes create large openings.
 - b. Fill the mold with crushed ice.
 - c. Quickly pour hot wax into the carton while someone holds the candle straight.
 - d. Pour off the excess water when the wax is completely hardened.

[Transition to conclusion: Now that you know how to make an ice-cube candle, let's go over what I showed you today.]

III. Conclusion

A. Final Review: So today I showed you how to do three basic things.

1. I showed you how to find the right materials.

2. I showed you how to correctly melt the wax.

3. I showed you how to make an ice-cube candle. The tricky part is keeping the wick in the center of the mold.

B. ***Tie back to the audience:*** Today we use candles for almost any kind of occasion or celebration. Candles continue to grow in popularity and we see them just about everywhere. They are really inexpensive to make and a lot of fun!

C. ***Concluding remarks:*** So when you try making candles on your own, use your imagination and be very creative. Your candle can be anything you like. Have a great time experimenting and having fun making your own candles to enjoy.