

## “All about Me” Speech

For your first organized, rehearsed speech you will be sharing about yourself with our class. You will compose a speech as explained below. Your speech should last **1-3 minutes** and cover the specific criteria listed below. You will use the attached pre-write and outline to organize your speech. We will practice speaking in class. You may have three notecards while speaking. Everyone needs to be able to bring in items to show while speaking.

### Speech Style

**“Items that Define Me”:** In this speech, you will bring in and show the class three items which are very important to you and help define who you are. Items should be large enough for class members to see without being passed around and will be school appropriate. If any of your items are small, you should take a picture (share the picture with Sone via email or google slides) of the item and bring it in. We can project the picture on the screen while you show the real item.

**Speech Format** (all Speech Styles follow this format):

- I. Introduction
- II. 1<sup>st</sup> Main Point (item)
- III. 2<sup>nd</sup> Main Point (item)
- IV. 3<sup>rd</sup> Main Point (item)
- V. Conclusion

**Time Limit: one-three minutes** with a 10 second grace period. If your speech is within 50 seconds to 3:10 there is no penalty. If it is shorter or longer than that, you will lose five points.

### Scoring

Introspective Pre-Write: \_\_\_\_\_/15  
Speech Outline: \_\_\_\_\_/15  
Speech Presentation: \_\_\_\_\_/32

**Introspective Pre-Write (15 points): respond in writing to the following questions.**

1. Describe three qualities about yourself that help make you who you are.
2. What are two things you like to do when you are not at school?
3. What, or whom, do you care most deeply about?
4. Describe one person, experience, and/or place that has shaped you (this could be positive or negative).
5. Based on your previous answers, what three items, in your possession, do you think represent you best?
6. Describe what excites you about sharing information about these 3 items.
7. Describe what scares you about sharing information about these 3 items.

**Speech Outline Worksheet (15 points)—write an outline for your speech which fits the format below.**

I. Introduction

A. Attention Getter (get the audience’s attention with a story, joke, quote, question, or startling statement)

\_\_\_\_\_  
\_\_\_\_\_

B. Link (This is the bridge between your attention getter and your thesis statement; should make a logical connection between the two.)

\_\_\_\_\_  
\_\_\_\_\_

C. Thesis Statement/Preview (This is the main thought of your speech. Give your three main points. If there is only one thing you could say to us-say it here!)

\_\_\_\_\_  
\_\_\_\_\_

\*\*Transition word: First, To begin, First off, Let’s start with, etc. \_\_\_\_\_

II. First Main Point (describe/name your first item)

\_\_\_\_\_

A. Sub Point (where and when did you get it?)

\_\_\_\_\_  
\_\_\_\_\_

1. Supporting Info (Why is the item important? How does it represent you?) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\*\*Transition word: Second, Furthermore, Moreover, In addition, etc. \_\_\_\_\_

III. Second Main Point

\_\_\_\_\_

A. Sub Point (where and when did you get it?)

\_\_\_\_\_

1. Supporting Info (Why is the item important? How does it represent you?) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\*\*Transition word: Finally, Third, Leading to my final point, etc. \_\_\_\_\_

IV. Third Main Point (describe/name your third item)

\_\_\_\_\_

A. Sub Point (where and when did you get it?) \_\_\_\_\_

\_\_\_\_\_

1. Supporting Info (Why is the item important? How does it represent you?) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\*\*Transition word: In conclusion, To wrap up, In summary, etc. \_\_\_\_\_

V. Conclusion

A. Review (Restate your Thesis and tell us your three main points again)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Closing (Wrap up the end of your speech with a strong final statement or refer back to your attention getter)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**All About Me Speech Presentation Rubric**

Time: \_\_\_\_\_ Deduction: \_\_\_\_\_ Total Points \_\_\_\_\_/32

<b>Criteria</b>	<b>4--Excellent</b>	<b>3.5--Good</b>	<b>3--Average</b>	<b>2--Poor</b>
<b>Introduction</b>	Intro is thoughtful and interesting, pulls the audience in; it contains all required elements	Intro contains all required elements and gets the audience's attention	Intro contains all required elements, but is dull	Intro is missing one or more required elements
<b>Main Point 1</b>	MP is interesting to listen to and very well explained	MP is interesting to listen to and explained sufficiently	MP is explained, but could use more detail	MP is either omitted or mentioned without any detail
<b>Main Point 2</b>	MP is interesting to listen to and very well explained	MP is interesting to listen to and explained sufficiently	MP is explained, but could use more detail	MP is either omitted or mentioned without any detail
<b>Main Point 3</b>	MP is interesting to listen to and very well explained	MP is interesting to listen to and explained sufficiently	MP is explained, but could use more detail	MP is either omitted or mentioned without any detail
<b>Conclusion</b>	Includes "Restate, Review, and Concluding Statement" which are thoughtful, interesting and different than Intro	Includes "Restate, Review" which are same as Intro, and an interesting Concluding Statement	Contains required elements, but is dull	Conclusion is missing one or more required elements OR speech ends with "that's it" or a statement similar
<b>Expression</b>	Student successfully speaks with enthusiasm and energy	Student attempts to speak with enthusiasm and is mostly successful	Student speaks with little enthusiasm or energy	Student's speech is entirely monotone and lifeless
<b>Eye Contact</b>	Student shares eye contact with the whole audience throughout the speech	Student shares eye contact with several audience members throughout the speech	Student shares eye contact with only one audience member during the speech	Student makes very little (once or twice) or no eye contact with audience during speech
<b>Visual Aid (No points earned if no visual aid)</b>	Student brings all three items to enhance speech	Student brings 2 items to enhance speech	Student brings 1 item to enhance speech	