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COM 103 251W

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Informative Speech Full-Sentence Outline

General purpose: *To inform*

Specific purpose: *To inform my audience about the organization C-U One-to-One.*

Introduction

1. **Attention Getter**: I’d like to open with a simple number: 25%. The 2004 General Social Survey asked Americans whom they talk to about important things, outside of their family. 25% of us said “nobody.” Further, “nobody” was the most common answer to that question and the percentage of people answering “nobody” has almost tripled in the 2 decades to 2004.
2. **Relate topic**: Clearly, then, close and trusting relationships are hard to come by. One form of relationship that can fill that role, especially for younger students, is a mentorship.
3. **Thesis**: C-U One-to-One fosters one-on-one mentoring relationships for students in the Champaign and Urbana Public Schools.
4. **Preview**: I’ll open by giving you a sense of how valuable a mentoring relationship can be. Then, I’ll examine how difficult it is to create a good mentoring relationship. Finally, I’ll talk about C-U One-to-One, whose job is to build mentoring relationships for local children.

**TRANSITION**: Let’s begin with a discussion of the effects that mentoring can have on a young person.

Body

1. **MP1**: Mentoring relationships can be highly valuable for children and adolescents.
   1. A large meta-analysis by Dr. Lillian Eby and colleagues found that students with mentors do better at school, in at least two ways.
      1. Mentored students have higher academic performance.
         1. Mentors may help students deal with problems at school.
         2. A good relationship with a mentor might also give a student an extra reason to succeed.
      2. Students in mentoring relationships also have much better attitudes toward school.
         1. This may go hand-in-hand with the increased academic performance.
         2. Mentors can also help students learn to deal with other problems that might have caused them not to like school very much.
   2. Dr. Eby’s study also found that children with mentors tend to do better beyond school as well.
      1. Young people with mentors are more likely to help other people.
         1. Of course, these children have a great example of help in their mentor.
         2. Children do often respond best to a good example.
      2. Mentored kids also report feeling better adjusted to their situations.
         1. A consistent relationship with a grown-up can give a quickly-growing child a stable image of adulthood.
         2. For example, *The News-Gazette* quotes Ricriana Taylor, a local student with a mentor, as saying: “I don't feel like I have a lot of adult figures in my life. [My mentor] keeps me sane and in order.”

**TRANSITION**: Now that I’ve touched on what mentoring relationships can be worth, let me tell you the main reason why good ones are uncommon.

1. **MP2**: Worthwhile mentorships are difficult to build and maintain.
   1. It’s important to realize that not all mentorships are the same.
      1. Dr. David DuBois and colleagues found that “poorly implemented programs [can] actually have an adverse effect on [personally at-risk] youth.”
         1. That means that only a well-designed program is likely to help those who need the help the most!
         2. It takes good will to be a good mentor, but it also takes a lot more.
      2. Fortunately, Dr. DuBois’ group also found 11 traits of mentorships most likely to boost children who need extra help.
         1. Those traits include: screening of mentors, careful matching of mentors to mentees, monitoring mentorships, and long-term mentorship.
         2. Everyone benefits from this kind of mentoring, but at-risk children seem to benefit even more!
   2. It seems safe to say that mentoring – done right, at least – requires difficult commitments from everyone involved.
      1. An excellent mentor must be willing to put in time and energy, almost no matter what.
         1. The students who can benefit most from mentoring can be especially tough to deal with (even compared to other children!)
         2. Mentors need to show up and put themselves into that relationship, even, or especially, when a mentee seems “difficult.”
      2. Mentors need to stick to good practices.
         1. Mentoring may seem like “common sense.”
         2. Mentors must be willing to do what’s right, even if that’s against their first instincts – that’s a lot to ask!

**TRANSITION**: Having told you why good mentoring is important but difficult to foster, I will now discuss the role of a local mentoring service, C-U One-to-One.

1. **MP3**: C-U One-to-One builds stable, trusting relationships between local schoolchildren and adult volunteers.
   1. According to C-U One-to-One, mentor volunteers are screened and then meet regularly with a matched mentee.
      1. The pairs meet for about an hour each week at the mentee’s school.
         1. Mentor activities can take many forms, such as playing games, talking, or simply walking the school grounds.
         2. The goal of the meetings is to build trust in each other.
      2. C-U One-to-One mentors are highly committed.
         1. Each makes a commitment of at least 1 year.
         2. You can see that commitment in the following quote from Champaign Schools Community Outreach Coordinator Lauren Smith: “40-50 graduates each year have been with their mentor for 6-10 years.”
   2. C-U One-to-One serves many students.
      1. Any student in a Champaign or Urbana public school can join any time during grades 3-7.
         1. The program can continue until they graduate from high school.
         2. *The News-Gazette* reported that 650 students were served last year.
      2. C-U One-to-One also offers some extra benefits that may attract mentees.
         1. They host annual banquets for mentors and mentees at each school level.
         2. They also offer a $4,000 college scholarship to mentee alumni.

Conclusion

1. Signal Conclusion: In the past few minutes, you’ve learned how C-U One-to-One builds solid mentoring relationships for public schoolchildren in Champaign-Urbana.
2. Summary: I began by discussing the value of mentoring relationships in general. Then, I examined why worthwhile mentorships can be hard to build. Last, I highlighted the role of C-U One-to-One in building those mentoring connections.
3. Lasting thought: I’ll close with a simple number, one that’s very different from the number in my opening. 99%. The News-Gazette reported that 99% of C-U One-to-One mentees say they trust their mentor.

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