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COM 103 251W

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Informative Speech Keyword Outline

Introduction

1. **Attention Getter**: G.S.S. 25% talk nobody outside fam. **\*\*\*** Triple since 1985.
2. **Relate topic**: Trust relation hard. For student, mentorship. **\*\*\***
3. **Thesis**: C-U One-to-One fosters one-on-one mentoring relationships for students in the Champaign and Urbana Public Schools. **\*\*\***

**Preview**: Open import. **\*\*\*** Then, examine difficult make & grow. **\*\*\*** Finally, C-U 1-to-1; job foster mentor. **\*\*\***

**TRANSITION**: Begin discussion effects mentoring young. **\*\*\***

1. **MP1**: Mentoring valuable children & adolescents.
   1. Dr. Lillian Eby & co. found w/ mentors better school two ways. **\*\*\***
      1. Academic perform **\*\*\***
         1. Help work.
         2. Relation – extra reason to succeed.
      2. Also markedly better attitudes. **\*\*\***
         1. Hand-in-hand performance.
         2. Help other problems make not like.
   2. Eby found also better beyond.
      1. Help more. **\*\*\***
         1. Mentor good example.
         2. Children follow examples.
      2. Increased adjustment. **\*\*\***
         1. Consistent stable image quickly-growing.
         2. *N-G* Ricriana Taylor: **\*\*\*** “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 mentoring worth, tell main good uncommon.

1. **MP2**: Worthwhile difficult build & maintain.
   1. Not all same!
      1. Dr. David DuBois & co. **\*\*\*** “poorly implemented programs [can] actually have an adverse effect on [personally at-risk] youth.”
         1. Only likely help need most!
         2. Takes good will; more.
      2. Fortunately, DuBois 11 traits boost need extra. **\*\*\***
         1. Include: **\*\*\*** screening **\*\*\***; matching **\*\*\***; monitoring **\*\*\***; lots contact.
         2. Everyone benefits; at-risk more!
   2. Mentoring right difficult everyone.
      1. Excellent willing effort, no matter.
         1. Benefit most especially tough (even compared other!)
         2. Put selves in, even or especially “difficult.”
      2. Stick practices.
         1. “Common sense.”
         2. Do right, not first instincts – hard! **\*\*\***

**TRANSITION**: Was valuable hard; now local C-U One-to-One. **\*\*\***

1. **MP3**: Builds & nurtures stable trusting.
   1. Site volunteers screened, meet matched.
      1. Meet hour week school.
         1. Forms: play, talk, walk.
         2. Build trust.
      2. Committed.
         1. >1 year.
         2. Lauren Smith **\*\*\*** “40-50 graduates each year have been with their mentor for 6-10 years.” **\*\*\***
   2. Serve.
      1. Any Champaign or Urbana public 3-7. **\*\*\***
         1. Until graduate. **\*\*\***
         2. 650 pairs **\*\*\*** last - *N-G*.
      2. Extra attract.
         1. Annual banquets **\*\*\*** each level.
         2. $4,000 scholarship **\*\*\*** mentee alumni.

Conclusion

1. **Signal Conclusion:** In the past few minutes, you’ve learned how C-U 1-to-1 builds solid mentoring relationships for public schoolchildren in Champaign-Urbana. **\*\*\***
2. **Summary:** Began mentoring general. **\*\*\*** Then, examine worthwhile hard build sustain. **\*\*\*** Last, highlight One connections. **\*\*\***
3. **Lasting Thought:** Close, also simple but different: 99%**\*\*\***. *N-G* 99% trust **\*\*\***