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## Informative Speech With Visual Aids

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**Time:** 4-7 minutes

**Assignment:** Inform the audience about a topic of your choice. The speech should demonstrate clear organization and must use at least one visual aid. However, you should select main points with visual aids in mind. Try to use at least one visual aid for each main point. The visual aids must be necessary for a fuller understanding of the topic you are discussing. For example, if you decide to teach us about some different techniques for using watercolors, it is necessary that you demonstrate the techniques you are discussing visually. On the other hand, if you decide to inform the audience about stress and you simply show us a book you read on the topic, or a posterboard listing the names of different types of stress, this does little to increase our understanding of stress. You may wish instead to demonstrate some techniques for reducing stress such as breathing exercises or massage.

Demonstration speeches usually work best for this type of speech. Examples of such speeches that have worked successfully in the past include: how to fix a hole in the wall, how to repot a plant, how to make paper, how to make an indoor herb garden, or how to cane a chair. Examples of speeches that do not involve demonstrations include tornados, identifying poisonous plants, art by a particular artist, insulators, or the evolution of the corvette. While each of these proved quite interesting, remember that you must relate the topic to the audience during this speech. Therefore, while you may find the topic "how to put on make-up" very interesting, you would have to find a way to explain why the male members of the audience need to know this and give information that female members do not know.

**Organization:** A chronological pattern for a demonstration speech or a topical or spatial organizational pattern for a general informative speech works well for this speech. Avoid problem-solution patterns because these are used for persuasive speeches.

**Grading Criteria:** The topic should be well suited and adapted to the audience. The introduction should be dynamic and functional including a clear central idea statement. Note that in this speech you must also establish your credibility to speak on the topic and relate the topic to the audience in the introduction. An appropriate informative organizational design should be used and there should be clear connectives between parts of the speech. The visual aid should be well constructed and necessary for understanding. The visual aid should be well presented and should not disrupt the flow of the speech. The conclusion should be functional and dynamic. A preparation outline will be due in advance of the day you are scheduled to speak, so that I can check your topic and organization before you will be graded. Your formal outline, due the day you speak, should reflect the changes I indicated on your preparation outline. **NO STUDENT WILL BE ALLOWED TO DELIVER THEIR SPEECH UNTIL A PREPARATION OUTLINE HAS BEEN TURNED IN AND PICKED UP!!** Failure to turn in your preparation outline on time can result in serious grade reductions on the final speech.

**Procedures:** On the day your are scheduled to speak, turn in a **\*formal outline\*** that is typed and reflects the changes I have suggested and you have made on your preparation outline. You should also turn in your "Informative Speech With Visual Aid: Instructor's Evaluation Form" and two "Informative Speech With Visual Aid: Student Critique Forms." After your speech, you should turn in your speaking notes. Warning: your speaking notes should not constitute a manuscript. Outside of class, go to the library, watch your speech, and answer the questions on the "Informative Visual Aid Speech Self-Evaluation Form." **\*Do not confuse the preparation and formal outline\***

### Visual Aid Poster Tips

1. **Is the visual colorful?** Each color should have a purpose. Colors should be contrasting (black, white, red, blue). Colors should be easy to see (yellow on white paper, for example, is not easy to see). Solid areas are better than areas boxed in with lines. Consistent colors are better than inconsistent ones. For example, using construction paper produces consistently colored blocks while using crayons or a marker often does not.
2. **Is the visual purposeful?** The visual should convey meaning that would be difficult to convey with words only. For example, a picture is more purposeful than an outline of your speech?
3. **Are words spelled correctly?**
4. **Is the visual neat?** Lines should be straight. Pencil marks should be erased. There should be no smudges. Ample borders should exist. Lettering should be uniform.
5. **Is the visual easy to read?** Letters should be large and bold enough to read from the back of the room. For our classroom, this means letters should be about 2 inches tall. Magazine pictures are generally too small to see the detail. Lettering may be difficult to read if placed on a color that isn't contrasting.
6. **Is the visual accurate?** Graphs should use a consistent scale. Statements should not mislead. The appropriate type of graph should be used.
7. **Does the visual have a title?** This helps the audience grasp the purpose of the visual if they didn't hear it from you. Titles phrased as questions may capture attention better than titles phrased as statements. The title should be concise and accurate. Generally the title should be centered at the top.
8. **Is the visual simple?** It should represent only one idea. It should include only essential information. Information should be consolidated rather than divided into parts.
9. **Does the visual have an appropriate backing?** Newsprint rips easily because it isn't stiff enough. The visual generally should not have any markings on the other side if the audience is likely to see it and if it isn't related to your speech. One piece of material should be used.
10. **Is the visual creative?** Professional production adds to the visual. Borders enhance what is inside them. Colors and shapes can be used symbolically. Phrases can be arranged to produce acronyms. Three dimensional perspectives can be created in two dimensions.

# Informative Visual Aid Speech

## Instructor's Evaluation Form

Speaker: \_\_\_\_\_

Voice: \_\_\_\_\_ (0-5)

- \_\_\_\_\_ Articulated/pronounced words clearly
- \_\_\_\_\_ Used appropriate rate and pauses
- \_\_\_\_\_ Avoided verbal fillers such as "you know, like, and ah"
- \_\_\_\_\_ Used vocal variety (fluctuation, emphasis, energy) and enthusiasm for the topic
- \_\_\_\_\_ Demonstrated confident volume and vocal quality (pitch, inflection)

Eye Contact:

- \_\_\_\_\_ Established initial eye contact \_\_\_\_\_ (0-5)
- \_\_\_\_\_ Looked at all members of the audience throughout the speech
- \_\_\_\_\_ Appropriately referred to notes
- \_\_\_\_\_ Avoided looking at walls, floor, ceiling, window
- \_\_\_\_\_ Avoided distracting eye movements

Physical Delivery:

- \_\_\_\_\_ Avoided distracting mannerisms \_\_\_\_\_ (0-5)
- \_\_\_\_\_ Appeared comfortable, yet poised and alert
- \_\_\_\_\_ Avoided leaning, shifting, or poor posture
- \_\_\_\_\_ Used gestures to add emphasis and understanding to the topic
- \_\_\_\_\_ Facial expressions communicated interest and enthusiasm for topic

Introduction:

- \_\_\_\_\_ Gained attention and interest \_\_\_\_\_ (0-5)
- \_\_\_\_\_ Introduced topic clearly
- \_\_\_\_\_ Related topic to audience
- \_\_\_\_\_ Established credibility
- \_\_\_\_\_ Previewed body of speech

Organization Design and Content:

- \_\_\_\_\_ Main points were well selected \_\_\_\_\_ (0-10)
- \_\_\_\_\_ Main points were fully supported
- \_\_\_\_\_ Content organization pattern was well planned and easy to follow
- \_\_\_\_\_ Appropriate outline format
- \_\_\_\_\_ Language was accurate, clear, and appropriate
- \_\_\_\_\_ Variety of information was provided
- \_\_\_\_\_ Met assignment and ethical standards
- \_\_\_\_\_ Topic proved challenging and enhanced audience knowledge
- \_\_\_\_\_ Demonstrated effective preparation
- \_\_\_\_\_ Explanation of the topic was logical

Connectives: \_\_\_\_\_ (0-5)  
 \_\_\_\_\_ From the introduction to the first main point  
 \_\_\_\_\_ Between main points  
 \_\_\_\_\_ Between the last main point and the conclusion  
 \_\_\_\_\_ Effective  
 \_\_\_\_\_ Diverse

Conclusion: \_\_\_\_\_ (0-5)  
 \_\_\_\_\_ Prepared audience for ending  
 \_\_\_\_\_ Reinforced central idea  
 \_\_\_\_\_ Round out ending  
 \_\_\_\_\_ Demonstrated effective preparation  
 \_\_\_\_\_ Void of abruptness

Visual Aid (s): \_\_\_\_\_ (0-10)  
 \_\_\_\_\_ Enhanced the audience's understanding  
 \_\_\_\_\_ Relevant to the main points/content presented  
 \_\_\_\_\_ Appropriate presentation medium  
 \_\_\_\_\_ Appropriate size and format  
 \_\_\_\_\_ Appropriate use of color, fonts  
 \_\_\_\_\_ Neat, clean and accurate  
 \_\_\_\_\_ Effectively presented  
 \_\_\_\_\_ Effectively explained  
 \_\_\_\_\_ Demonstrated effective preparation  
 \_\_\_\_\_ Met assignment criteria

Time (4-7 minutes) \_\_\_\_\_ -- \_\_\_\_\_ (0-50)

Points lost \_\_\_\_\_

**Total** \_\_\_\_\_

Additional Comments: