PREPARATION OUTLINE GUIDE

For your speech to inform and your speech to persuade you will not only prepare the oral presentation, but also a written outline which must be submitted to Mrs. Williams **BEFORE** you speak. The outline will constitute 50% of the grade for each speech. Please follow the formatting guidelines below and consult the sample outline I have prepared which follows this page.

The outline submitted must adhere to the following criteria:

* Typed
* Times New Roman size 12 font
* Double spaced
* 1” margins all around (top, bottom, left, and right margins)
* Header which includes your last name and page number in the top right corner

The outline will include the following elements:

* Name, date, and course number (i.e. Speech 1315.103)
* Title
* Specific Purpose
* Central Idea
* Introduction
* Body
* Conclusion
* Connectives
* Bibliography

The following pages provide a sample student outline. For more information, check the guidelines for preparation outlines and the sample preparation outline with commentary in Chapter 11 (pp. 210 – 213) in *The Art of Public Speaking,* 11th edition.

The last page of the outline will be the bibliography. On the sample outline which follows, the bibliography is a sample of each type of entry you may have. Pay close attention to the format of each. Also note that the entries are listed WITHOUT NUMBERS, in alphabetical order, reverse indented, and without the URL for the websites (as of 2009). If you use a source that is not shown on the attached bibliography, please use the online format program available through your account at Connectlucas.com.

The CONNECT website also provides a feature to assist in formatting your outline, finding sources, and selecting a topic.

Julie Williams

September 24, 2009

Speech 1315.103

# HEIMLICH MANEUVER

# Specific Purpose: To inform my audience on how to perform the Heimlich maneuver.

**Central Idea**: The effectiveness of the Heimlich maneuver depends on two factors—knowing the symptoms of the choking victim and knowing how to perform the maneuver effectively in order to save the victim.

INTRODUCTION

I. (Attention –Getting Device.) Imagine this scene: You are sitting with a friend at dinner. You tell a joke and your friend bursts out laughing. Then suddenly, he isn’t laughing any more. He isn’t making any sound at all. His eyes seem about to pop out of his head; his face turns pale, then blue. Finally, he collapses over his plate. You rush to his side, trying to figure out what is wrong. Could it be a heart attack? Then you realize what has happened. Your friend has choked on a piece of food that “went down the wrong way.” You start to pound him on the back. it is too late. Five minutes have passed and your friend is dead.

II. (Reveal the topic and its importance) This story is imaginary, but it could be real. Incidents like this one happen every day—in restaurants, in the home, in school cafeterias. According to a report from the National Safety Council, choking causes 3,900 deaths per year, which makes choking the sixth leading cause of accidental death in the United States. This statistic is even more tragic because 95% of these deaths could be prevented—more than 3,700 lives could be saved each year- if someone near the choking victim knew of a simple technique called the Heimlich maneuver.

III. (Establish Credibility) The Heimlich maneuver was developed by Henry Heimlich, a professor of clinical sciences at Xavier University in Cincinnati, and it is so easy to learn that even a child can perform it. I learned the maneuver from my mother, who is a nurse. I have read several articles about it. Today I would like to teach it to you.

IV. (Central Idea or thesis) The effectiveness of the Heimlich maneuver depends on two factors—knowing the symptoms of a choking victim, and knowing how to perform the maneuver effectively and save the victim.

**Connective:** First, I will explain the symptoms. Then I will demonstrate the maneuver.

BODY

I. First, I will explain the symptoms of the choking victim.

A. Example of Doctors at medical convention

B. List of symptoms of choking victim

1. victim cannot breathe

2. victim becomes pale

3. victim becomes blue

4. victim becomes unconscious

5. victim cannot speak

C. Importance of recognizing symptoms and acting quickly

1. In four minutes the victim will suffer brain damage.

2. In five minutes the victim will die.

3. That is the same amount of time as this speech.

**Transition:** Now that you know how to recognize when a person has something caught in

the air passage, you are ready to apply the Heimlich maneuver.

II. Applying the Heimlich maneuver is most effective way to save the life of a choking

victim.

A. Principle behind the Heimlich

B. Steps in applying the Heimlich maneuver

1. Three positions that Heimlich can be applied

2. Positioning yourself behind the victim

3. Making a fist and positioning it on the victim’s chest

4. Demonstration of technique in three positions

CONCLUSION

I. (Signal Ending) As you can see, the Heimlich maneuver is easy to learn and easy to perform.

II. (Summarize Main Points and Central Idea) Thousands of people from children to senior citizens, have saved lives by using it. So if you are ever in a situation like the one I described at the start of this speech, (Refer to hook), remember what you have heard today. If your dinner companion suddenly can neither breathe nor speak, he or she has a foreign object stuck in the air passage. By applying the Heimlich maneuver, you can expel the object and save your companion’s life.

BIBLIOGRAPHY

Carr, Nicholas. “Is Google Making Us Stupid? What the Internet Is Doing to Our Brains.” *Atlantic* July – Aug. 2008:56-63. Print. (Magazine Article)

Hassenzahl, David. “Industrialization and Climate.” Environmental Studies 206: Introduction to Climate Change. University of Nevada, Las Vegas. 16 Sept. 2008. Lecture. (Speech or lecture)

“Kahlo, Frida.” *Encyclopedia Britannica Online.* Encyclopedia Britannica, 2008. Web. 8 July 2008. (Online encyclopedia)

Kenney, David Ngaruri and Philip G. Schrag. *Asylum Denied: A Refugee’s Struggle for Safety in America.* Berkeley: University of California Press, 2008. Print. (Book: 2 or more authors)

“The Medicated Child.” Narr. Will Lyman. *Frontline.* PBS. WGBH, Boston, 8 Jan. 2008. Television. (Television program)

Ripley, Amanda. “How t Survive a Disaster.” *Time* 29 May 2008. *Time.com.* Web. 6 June 2008 (Online magazine article)

Rodriguez, James Personal interview. 15 Oct. 1008. (Personal interview)

Royte, Elizabeth, *Bottlemania: How Water Went on Sale and Why We Bought It.* New York: Bloomsbury, 2008. Print. (Book: single author)

United States. Dept. of Health and Human Services. National Institute of Mental Health. *Panic Disorder*. 2 Apr. 2008. *National Institute of Mental Health.* Web. 7 July 2008. (Online government publication)

United States. U.S. Dept. of Labor. U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, 2008-2009 Library Edition.* Washington, D.C.: GPO, 2008. Print. (Government publication)

Witt, Howard. “Hispanics Lead Pace in Diverse Nation.” *Chicago Tribune* 1 May 2008, south- southwest ed., sec. 1:4. Print. (Newspaper article)

* Do not print the type of source on your bibliography as I did. The purpose of the source type in parentheses is to show you a sample for each type of entry.