

## The Speech Writer      L O W   L E V E L   1

A

### Stereotyping in teens Motivational speaker

Intended audience: high school students

Background information: they are all teens, and have experienced stereotyping in one way or another

Context: high-school assembly or individual class rooms

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[loud] Society seems to stereotype youth into being drug using, loud music playing, crime committing, reckless, irresponsible, obnoxious, ignorant, out of control people. These are all distorted images placed on teens by the media or based on the low population of teens that are this way. Society seems to look at us teens whenever a robbery, vandalizing, car theft or any other crime is committed. So who's causing all this violence? [pause] Kids and guns always seems to be the statement. Yet when I was surfing the Internet, I found people seem to dismiss that adults commit six out of seven murders. So who's dying from drugs, AIDS, and suicides? [pause] The media proclaims its teenagers of course, even though health documents show that adults are at higher risk of dying from these hazards than adolescents. [pause]

[loud] Also if we live in a certain town or area of a town, with a bad reputation, teens are at higher risk of being catalogued into a group of law breakers. [angry] This is completely prejudiced towards youths. At fair.org, I found the following information, related to "teen" violence:

"Given the emphasis on "teen" violence, a California Department of Justice report (8/13/93) comes as a shock: It found that 83 percent of murdered children, half of murdered teenagers and 85 percent of murdered adults are slain by adults over age 20, not by "kids"—or, in President Clinton's stock phrase (AP, 11/14/93), "13-year-olds...with automatic weapons." In fact, FBI reports show 47-year-olds (people Clinton's age) are twice as likely to commit murder than are 13-year-olds." [pause]

So why all the stereotyping in youths? Well part of it could be that there are a small percentage of teens that have problems that need to be dealt with. These problems, of crime committing, drug abuse, and others are the only stories that reach the media. You never seem to hear many headlines that read, "Youth help in town clean up." Or "Teens help

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beautify town.” It always seems to be, “Teens vandalize historic building.” Or “Drug bust: local youths under suspicion.”

Another reason could be that “teenage” behaviour isn’t separated from “adult” behaviour. Subjects like “Drug-abuse, “youth violence” and “teenage robberies” are all related back to family, race, gender and era. Teenagers mimic their role models behaviour pattern. If the father or mother was a major role model in a child’s life, and they were drug pushers or alcoholics, the chance is the child will be also.

So how can you stop stereotyping in youths. [loud and enthusiastic] Speak your mind! Tell people, and show people who you are. Don’t sit around, do something to help someone, or your community. Society, and media needs to start looking at the majority of teenagers and realize we are not all law breaking, drug abusing, ignorant people. We go to school for a reason; so use that knowledge you get at school each day and choose to be healthy and speak about issues you feel strongly about. [pause] Socialize with different age groups, [pause] this will allow adults, and different people to see you in a good light. Break the bad habits that the low percentage of youth carries.

Show the world that you aren’t a stereotype. And remember that the majority of youths are helpful, polite, and intelligent. Refuse to be a stereotype.

**D**

**Bibliography**

- 1) [www.alcdd-drug-abuse.com](http://www.alcdd-drug-abuse.com)
- 2) [www.nationaltcc.org/teens/411.htm](http://www.nationaltcc.org/teens/411.htm)
- 3) [www.fair.org/extra](http://www.fair.org/extra)

## LOW LEVEL 1

**Teacher’s Notes****Knowledge/Understanding**

- The student demonstrates very limited understanding of the facts surrounding the chosen issue. The student understands that teenagers can be stereotyped because of the behaviour of a few (e.g., “These are all distorted images placed on teens ... based on the low population of teens that are this way”) and that the media tend to publish stories about teenagers only when they are in trouble. However, the student provides virtually no specific information to flesh out the assertions that teenagers are stereotyped, offering only generalizations and personal impressions (e.g., “Society seems to stereotype youth ...”).

**Thinking/Inquiry**

- The student supports the perspective taken using ideas of very limited relevance to the purpose and audience. The student’s premise that teenagers are stereotyped is stated but not substantiated (e.g., “The media proclaims its teenagers of course ...”). Rather than documenting the stereotyping of teens, the student focuses on shifting the blame for criminal and irresponsible behaviours to adults. The argument that adults are responsible for behaviours unfairly attributed to youth is substantiated by a quotation that (1) cites statistics taken out of context and (2) is from a dated report that would have limited relevance for an audience of Canadian students (i.e., a 1993 report from the California Department of Justice). The student’s explanations of why teens are stereotyped are weak because the ideas are not expressed clearly or fully (e.g., paragraph 5).

**Communication**

- The student organizes information and ideas with limited appropriateness. The student attempts to provide an engaging introductory paragraph, with a strongly worded introductory statement and questions that are meant to be thought-provoking, but the lack of logical connection between ideas detracts from the paragraph’s effectiveness. Although the student tries to

organize the speech into an introduction, body, and conclusion, there is limited organization and development of ideas both within paragraphs (e.g., paragraphs 1, 2, and 5) and between paragraphs (e.g., paragraphs 1 and 2).

- The student uses language and a voice that are of limited appropriateness to the speaker and the audience. The speaker is identified as a “Motivational speaker”, but the student addresses the audience as a group of peers (e.g., “Society seems to look at *us teens* ...”) and adopts a motivational tone only in the last two paragraphs.

**Application**

- The student uses oral presentation techniques with limited effectiveness. Although the student uses questions (e.g., “So who’s causing all this violence?”), the answers are confusing and do not strengthen the student’s argument (e.g., “Kids and guns always seems to be the statement”). The student also uses repetition (e.g., the phrase “So who’s ...?” opens the two questions in the introductory paragraph) and short, emphatic statements (“Speak your mind!”). Awkward constructions tend to detract from the effectiveness of the presentation (e.g., “stereotyping in youths”; “Break the bad habits that the low percentage of youth carries”).
- The student builds in speaker notes with limited effectiveness. The student provides the speaker with a few directions regarding pacing and tone (e.g., “pause”, “loud”, “angry”), but these directions do little to enhance the overall delivery of the speech.
- The student predicts a minimally realistic and effective resolution to the issue. The student suggests that by doing something “to help someone, or your community” and by socializing with different age groups, teenagers might help to eliminate stereotyping. However, it is not clear how choosing to be healthy and speaking about “issues you feel strongly about” would contribute to resolving the problem.

**Comments**

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Communication and Application categories of knowledge and skills. However, in the Knowledge/Understanding and Thinking/Inquiry categories, the student demonstrates a very limited degree of achievement.

The result is a speech that is only minimally effective, in part because it is based on an opinion that is not substantiated and because it presents arguments designed to shift blame rather than disprove the perceived stereotype.

**Next Steps**

In order to improve his or her performance, the student needs to:

- clearly describe the nature of stereotyping as it relates to teenagers and provide evidence to support the claim that it is widespread;
- defend the perspective taken with relevant and up-to-date information;
- organize information and ideas to develop a logical and coherent speech;
- develop and sustain a voice appropriate to the identified speaker;
- pay closer attention to the effective use of rhetorical devices and speaker notes;
- edit to improve clarity of expression and logical flow of ideas and to eliminate awkward constructions;
- proofread to correct occasional errors in spelling and punctuation.