

Name

Class

Argument Speech Rough Draft

Date

Thesis: Clearly stated!

Outline:

- 1) **Introduction** with hook.
  - a. Make your argument an issue.
- 2) **Argument supported with multiple sources.**
  - a. (Three examples)
    - i. This is where the bulk of your research will be explained.
- 3) **Counterclaims:** Opponents' view
  - a. (at least two) After each, refutation. This is another place to include your research findings.
- 4) Return to original **argument** with **STRONGEST piece of support.**
  - a. This can be a return to previous research-based arguments, but more in depth.
  - b. Conclusion: Lasting impression, thought, question, or demand for action by the audience.
- 5) **Annotated bibliography** of five different sources.
  - a. Annotated bibliographies include a short summary about the source's content and/or authorship.

Name

Argumentation Speech Outline

English 4

18 November 2014

## Suicide Among Teens

1. Intro-- Suicide among teenagers is a growing problem and people are unaware of what to look for or what to do in the case of a suicidal teen. If people were more educated on the subject many lives could be saved.
  - a. "an almost unfathomable kind of loss...Suicide causes in its aftermath a level of confusion and devastation that is, for the most part, beyond description." (SPEA) *(Use first entry of bibliography.)*
  - b. Suicide is preventable (NASP) *(Use first entry of bibliography.)*
  - c. But does anyone even know what to look for and what to do?
2. Background Info
  - . Statistically
  - i. Each year in the U.S., thousands of teenagers commit suicide (aacap) *(Use first entry of bibliography.)*
  - ii. third leading cause of death for 15-to-24-year-olds (aacap) *(Use first entry of bibliography.)*
  - iii. sixth leading cause of death for 5-to-14-year-olds (aacap) *(Use first entry of bibliography.)*
    - a. Causes of Suicide
      - . Mental illness including depression, conduct disorders, and substance abuse (NASP) (AACAP) *(Use first entry of bibliography.)*
        1. "brain diseases such as clinical depression, anxiety disorders, bipolar illness, and schizophrenia underly 90% of suicides" (SAVE) *(Use first entry of bibliography.)*
      - i. Family stress/dysfunction (NASP) *(Use first entry of bibliography.)*
        1. supported by aacap
      - ii. Environmental risks, including presence of a firearm in the home (NASP) *(Use first entry of bibliography.)*
      - iii. Situational crises (i.e., traumatic death of a loved one, physical or sexual abuse, family violence, etc.) (NASP) *(Use first entry of bibliography.)*
    - b. Signs that Someone is Suicidal
      - . Preoccupation with death. (NASP) *(Use first entry of bibliography.)*
      - i. Changes in behavior, appearance, thoughts and/or feelings (NASP) *(Use first entry of bibliography.)*
        1. supported by aacap
      - ii. change in eating and sleeping habits (aacap) *(Use first entry of bibliography.)*
      - iii. withdrawal from friends, family, and regular activities (aacap) *(Use first entry of bibliography.)*
      - iv. violent actions, rebellious behavior, or running away (aacap) *(Use first entry of bibliography.)*
      - v. drug and alcohol use (aacap) *(Use first entry of bibliography.)*

- c. What to do?
  - . Stay Calm (NASP) *(Use first entry of bibliography.)*
  - i. Don't be accusatory(NASP) *(Use first entry of bibliography.)*
  - ii. Listen and reassure but don't judge(NASP) *(Use first entry of bibliography.)*
  - iii. Don't leave them alone(NASP) *(Use first entry of bibliography.)*
  - iv. Get Help (NASP) *(Use first entry of bibliography.)*
  - d. Suicide Lessons in School
    - . LEADS-- Linking Education and Awareness for Depression and Suicide (SAVE) *(Use first entry of bibliography.)*
      1. made for grades 9-12
      2. three hour curriculum
      3. curriculum focuses on signs and symptoms of depression, identification of warning signs of suicide and barriers and benefits to seeking help
    - i. Time Spent in School (NASP) *(Use first entry of bibliography.)*
      1. crucial for all school staff to be familiar with and watchful for risk factors and warning signs
      2. trained to intervene
      3. Parent notification is a vital part
    - e. Myths about Suicide
      - . People who talk about committing suicide are actually the ones you shouldn't worry about
        1. more than 75% of all completed suicides did things in the few weeks or months prior to their deaths to indicate to others that they were in deep despair (Metanoia) *(Use first entry of bibliography. Can abbreviate title by using just first three words.)*
      - i. They didn't have a good enough reason
        1. It isn't about the reason it is about how badly the person feels
      - ii. Nothing can stop suicide
        1. "The fact that a person is still alive is sufficient proof that part of him wants to remain alive. The suicidal person is ambivalent -- part of him wants to live and part of him wants not so much death as he wants the pain to end. It is the part that wants to live that tells another I feel suicidal. If a suicidal person turns to you it is likely that he believes that you are more caring, more informed about coping with misfortune, and more willing to protect his confidentiality. No matter how negative the manner and content of his talk, he is doing a positive thing and has a positive view of you." (Metanoia) *(Citation)*
      - iii. Suicide prevention is not a last minute activity. All textbooks on depression say it should be reached as soon as possible. Unfortunately, suicidal people are afraid that trying to get help may bring them more pain: being told they are stupid, foolish, sinful, or manipulative; rejection; punishment; suspension from school or job; written records of their condition; or involuntary commitment. (Metanoia) *(Citation)*
        3. Argument
          - . People survive suicide
          - . Katrina Diles
            1. Lost father and husband to suicide

2. Attempted herself
  3. "I've dealt with a lot of anger over the last 2 years. Anger towards myself for not seeking the help of others. Anger towards the hospital staff for releasing him so early. Anger towards him for leaving, for abandoning me. For not letting anyone "in" to help him. The endless questioning of why, and wondering how things could have been different are still very troubling."
- a. There are so many simple steps that can help
    - Implementing LEADS as mandatory
      1. People might say that it's an individual schools responsibility to take action or not
  - i. Educating a small number of people who can take charge
    1. School officials
    2. Students
    3. 1600 hours in school per year (ask.com) (*Citation*)
4. Conclusion
    - This is an issue all around the USA
    - a. It isn't something to joke about
    - Finger guns to head
    - b. Everyone deserves to be saved
    - c. Video from 0 to :54
    - d. "This message is for those of you who are thinking about killing yourselves. Like you, I did not really want to kill myself. I just wanted the overwhelming pain to stop."

### Annotated Bibliography

"LEADS for Youth." *SAVE*. Suicide Awareness Voices of Education, 2003-2014. Web. *Missing date of access*. From this site I gathered information on a suicide prevention program that can be offered in schools as well as some personal quotes from people connected to suicide.

"Preventing Youth Suicide - Tips for Parents and Educators" *NASP Resources*. National Association of School Psychologists, n.d. Web. *Missing date of access*. This site had information on what to do to help a suicidal teen, and the role of schools in preventing teen suicide.

"Teen Suicide." *AACAP*. American Academy of Child Adolescent Psychiatry, 2014. Web. *Missing date of access*. I used this site for additional statistics on how common suicide is among teens as well as for more information on symptoms of someone who is suicidal.

"Teen Suicide Facts." *SPEA*. Suicide Prevention Education Alliance, n.d. Web. *Missing date of access*. I used this site for a quote about what suicide is, and the effect it can have on people.

“Teen Suicide is Preventable.” APA. American Psychological Association, 2014. Web. *Missing date of access*. This page provided basic background information of teen suicide including warning signs and some statistics that I used.

“What Can I Do to Help Someone Who May be Suicidal?” *Metanoia*. Psych Central, n.d. Web. *Missing date of access*. This site provided a list of myths about suicide and explanations of why they are false I used it to refute some counter arguments that could be made.