

Persuasive Messages

Teacher: Sarah Schrader

Grade: 11th-12th

When taught: Weeks 5-7 of the semester

Background Information: This unit is preceded by a 1 week introduction unit with ice-breakers, 1 week on outlining, researching, and citing sources, and 2 weeks on self speeches.

Text: Teacher texts—*Essentials of Human Communication*, 6th edition and *Person to Person: An Introduction to Speech Communication*, 5th edition

Introduction

This unit will provide an introduction to and close examination of several key issues associated with creating and presenting effective persuasive messages. The unit examines ten various aspects of persuasive messages, beginning with a brief introduction of what constitutes a persuasive message and including ways to be effective persuaders, how to choose a topic, how to use presentation aids, tips for effective delivery, and how to evaluate persuasive messages and the speakers who give them. The students will use knowledge of research and outlining that they learned earlier in the year to create their persuasive outlines, and the students will deliver 4-6 minute-long persuasive speeches at the end of the unit. Throughout the unit, students should see the tremendous influence they can have on the attitudes, beliefs, values, and/or actions of others when they use effective persuasive messages.

Unit Syllabus

Outline: The students will hand in an outline to be graded using the rubric immediately following the unit calendar.

Speech Delivery: The students' speech delivery will be graded using the rubric immediately following the unit calendar.

Class Participation: Students will receive up to 100 points for turning in homework assignments, participating in class discussions, and turning in in-class work on various days. Participation is key to understanding the concepts.

Policies: Late work will receive a full-grade deduction for each day it is late unless the student talks to me before the assignment is due.

<u>Grading Scale:</u>	Outline	100 points
	Speech delivery	100 points
	Class participation	<u>100 points</u>
	TOTAL	300 points

<u>Total Points</u>	<u>Unit Grade</u>	<u>Total Points</u>	<u>Unit Grade</u>
300-283	A	228-220	C
282-268	A-	219-208	C-
267-259	B+	207-199	D+
258-250	B	198-190	D
249-238	B-	189-178	D-
237-229	C+	Below 177	E

Class Schedule

<u>Day</u>	<u>Topic</u>	<u>Assignment</u>
1	What is a persuasive message?	Explore topic ideas
2	Types of persuasive messages	Explore topic ideas
3	Increasing effectiveness	Explore topic ideas
4	Topic selection	Bring 5 topic choices on Friday
*5	Library Day Topic choices due	Bring 3 main points on Monday
6	Ethics and persuasion Main points due	Work on outline
7	Types of appeals	Work on outline
8	Credibility	Finish outline rough draft
9	Presentation aids Outline Rough Draft Due	Find 3 presentation aids
10	Delivery Presentation aids due	Make revisions to outline
11	Evaluating persuasive messages	Finish outline final draft
*12	Speech day—ALL Outlines Due Outline Final Draft Due	Prepare for speech
*13	Speech day	Prepare for speech
*14	Speech day	Prepare for speech
*15	Speech day	None

* = "No content" day

Day 1: What is a persuasive message?

Objectives/Goals:

1. Students will be able to define persuasion.
2. Students will be able to give examples of attitudes, beliefs, values, and behaviors.
3. Students will be able to state three goals of persuasive messages.
4. Students will be able to list characteristics of each goal of persuasive messages.

Approach: This lesson will begin with greeting the class and taking roll. Students will then brainstorm their ideas of what persuasion is and develop a class definition of persuasive messages. Some lecture and discussion is used to teach what a persuasive message is and what the goals of persuasive messages are. Students will then watch a video clip and work with a partner to find examples of persuasive goals in a video persuasive speech.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
- II. Conduct a short exercise or attention-getter
 - A. When the class enters, have "What is a persuasive message?" written on the board.
 - B. Tell the students: "Today is the first day of three weeks we are going to spend on persuasive messages. Before we can start to make our own persuasive messages, we need to have a good idea of what a persuasive message is. I'm sure many of you have some ideas about what a persuasive message is, and for the next few minutes, we will explore some of the beliefs we already have. In a little bit, you will get into groups of three. In your groups, come up with a one to two sentence answer to the question on the board. After three minutes, we'll share our ideas with the class."
 - C. Divide the class into groups of four and give each group three minutes to come up with an answer to the question.
 - D. After three minutes, have each group share their definition. Then say, "Many of you have some great ideas about what a persuasive message is. Over the next few weeks your answers to the question will change as you learn more about persuasive messages."
- III. Preview the day: Today, we will be starting our unit on persuasive messages. We are going to be spending the next few weeks on persuasive messages, and it is important for you to have a clear idea of what a persuasive message is. First we will talk about the definition of persuasion, and then we will move into the goals of persuasive messages.

- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
- A. Persuasion is the process of influencing another person's attitudes, beliefs, values, and/or behaviors.
1. Attitudes affect how you respond to something.
 - a) If you have a positive attitude towards the President, you might agree with what he says about the need for new health care policies.
 - b) If you have a negative attitude towards the President, you might be more likely to disagree with what he says about the need for new health care policies.
 - c) What kinds of attitudes do you have?
 2. Belief is your confidence in the existence of something or truth of a statement or idea.
 - a) If someone believes that the health care system needs to be fixed, they are likely to support changes in the system.
 - b) If someone believes that the health care system is fine as it is, they are likely to oppose changes to the system.
 - c) Can you think of other beliefs people might have?
 3. Your values are what you believe to be good or bad, moral or immoral.
 - a) Someone who believes that abortion is immoral might be opposed to including provisions for abortion in the health care bill.
 - b) Someone who does not believe that abortion is immoral might support a health care bill with provisions for abortion.
 - c) What are some other examples of values?
 4. Finally, behaviors are actions that can be observed by another person.
 - a) When talking about persuasion, these are behaviors that can be influenced by outside forces.
 - b) What kinds of things do you do that are influenced by others?
- B. There are three general goals for persuasive messages.
1. The first goal is to strengthen or weaken attitudes, beliefs, and/or values.
 - a) A speaker addressing people in favor of changing health care policies might give them more reasons why the change would be good, which would strengthen what they believe.
 - b) The same speaker might encourage the audience to look at both sides of the issues, which could weaken their beliefs.
 - c) What are some other persuasive messages that might strengthen or weaken attitudes, beliefs, or values?
 2. Persuasive messages can also be used to change attitudes, beliefs, and/or values.
 - a) If a speaker who addresses a group of people who support new health care about the negative impact of the change is trying to change their beliefs.

- b) What messages have you seen or heard that try to change beliefs, attitudes, or values?
 - 3. Finally, persuasive messages might call someone to action.
 - a) Any message that asks you to do something is a call to action.
 - b) What kinds of messages do you know of that contain a call to action?
- V. What questions do you have about the definition of persuasion or three goals of persuasive messages?
- VI. Review the content: So far we have talked about the definition of persuasion, which includes influencing what? (Another person's attitudes, beliefs, values, or behaviors) We have also discussed three general goals for persuasive messages. Who can tell me what these goals are? (Strengthen/weaken attitudes, beliefs, values; change attitudes, beliefs, values; and call to action)
- VII. Do an activity.
 - A. Tell the students: "Knowing what the goals for persuasive messages are is helpful, but it is more important to be able to recognize these goals in an actual persuasive message. We are going to watch an example of a persuasive message given by a high school student. While we watch the clip, take notes of evidence you find of the different types of goals within the speech. I will pass out a worksheet that will help you organize your thoughts as you watch the speech. Do you have any questions about what to do during the video clip?"
 - B. Pass out the worksheet to students and start the video, "Gay Marriage in America," from <http://www.youtube.com/watch?v=cR4N8oEQR3c>.
 - C. After the video is done, have students share the evidence that they found for each persuasive goal within the speech.
 - D. End the activity by telling the students: "As you can see, sometimes persuasive messages can have more than one goal. Usually one goal is most dominant, but it is possible that one speech can accomplish many different goals. Your own persuasive messages might contain different goals, but it is important to have one dominant goal within your message."
- VIII. Does anyone have any questions about what we covered today?
- IX. Remind the class of any homework that is due the next day: In the next few weeks we are going to be creating and presenting our own persuasive messages. You will have to create an outline, much like you created for your self-introduction speech, but this outline will include much more research from credible sources. In the next couple of days, start to think about what you might want to give a persuasive message on.
- X. Now that we have talked about what a persuasive message is, tomorrow we will talk more about different kinds of persuasive messages.

XI. Be sure to turn in your worksheets from the video activity. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions throughout the lesson to clear up any confusion they might have had about what a persuasive message is or about persuasive message goals.
2. Students are encouraged to give examples of their own attitudes, beliefs, values, and behaviors and to help review the content.
3. Students work as an entire class to generate a class definition of persuasive messages.
4. Students work with a partner as they watch a video and generate examples of the goals of persuasive messages.

Evaluation and Testing:

Objective 1: The students' knowledge of the definition of persuasion will be evaluated informally during the review the content portion of the lesson as they answer the questions.

Objective 2: The students' ability to give examples of attitudes, beliefs, values, and behaviors will be evaluated informally through examples they give during class discussion.

Objective 3: Their knowledge of the three goals of persuasive messages will be evaluated informally during their discussion with their partner during the "say something" activity.

Objective 4: The students' knowledge of the characteristics of each goal will be evaluated informally through the discussion at the end of the video activity and formally through the worksheet that they fill out during the video activity with a partner. Activity is outlined in "Organization and Content" section.

"If Time" Activities: If there is extra time left at the end of the class period, have students get with a shoulder buddy and brainstorm different kinds of persuasive messages that they see in their daily lives. Give students three to four minutes to generate their lists, walking around the classroom as the students brainstorm, checking for any problems. After the students are done brainstorming, generate a class list of persuasive messages on the board. This will give the students a good sense of how often they see persuasive messages in their own lives.

Day 2: Types of persuasive messages

Objectives/Goals:

1. Students will be able to state three types of persuasive messages.
2. Students will be able to list characteristics of three types of persuasive messages.
3. Students will be able to give examples of each type of persuasive message.

Approach: This lesson begins with greeting the class and asking if they have questions about the previous day's lesson. The students then have a chance to brainstorm persuasive messages that they encounter on a daily basis. This is followed by a brief lecture and discussion on different types of persuasive messages. Students will then read a persuasive speech outline, and form an opinion on what type of persuasive message it is with a partner. This will be followed by a whole class discussion.

Organization and Content:

- I. Welcome the class
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?
- II. Conduct a short exercise or attention-getter
 - A. Begin by telling the class: "For the next two minutes, I want everyone to get out a piece of paper and write down as many different persuasive messages in your own lives as possible. Do not be afraid to write down a wrong answer; there are no wrong answers when you are brainstorming. Ready? Go!"
 - B. Walk around as students write their lists. After two minutes, get the students' attention and go around the classroom having students share their ideas.
 - C. Then say: "Today, we are going to talk about different kinds of persuasive messages. Many of the ideas that you have just shared will fall under the three categories that we will learn about."
- III. Preview the day: Now that we know what the purpose of persuasive messages and have an idea of what kinds of speeches we will be writing in the next couple of weeks, today we can talk about the different types of persuasive speeches: questions of fact, questions of value, and questions of policy.
- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
 - A. Persuasive speeches can address questions of fact.

1. Persuasive speeches on questions of fact could address: what is true or not true, what does or does not exist, or what did or did not happen.
 2. Many times questions of fact might be easily answered, such as, "When was George Washington president?"
 3. Questions of fact in persuasive messages are ones that different people have different answers to, such as, "Has technology improved communication between teachers and students in recent years?"
 4. What are some possible persuasive questions of fact? Which of your examples fall under this category?
- B. Persuasive speeches can also focus on questions of value.
1. These speeches focus on what is good or bad, moral or immoral, or just or unjust.
 2. Speeches based on questions of value are usually most effective when they try to strengthen the audience's preexisting beliefs, attitudes, or values.
 3. It is more difficult to try to convince an audience to change their beliefs, attitudes, or values.
 4. One question of value might be, "Is the United States government is justified in becoming involved in foreign affairs?"
 5. What questions of value can you think of? Which of your examples fall under this category?
- C. The final type of persuasive speech addresses questions of policy.
1. These speeches focus on what should be done, what procedures should be adopted, what laws should be changed, or what policy should be followed.
 2. Speeches based on questions of policy could propose new policies or push for changes to existing policies.
 3. A question of policy might be, "Should the United States government change health care policy?"
 4. What are some examples of questions of policy that you know of? Which of your examples fall under this category?
- V. What questions about the three types of persuasive speeches do you have?
- VI. Review the content: Today we talked about three different types of persuasive messages. Who can tell me what the three types are?
- VII. Do an activity
- A. Tell students: "Now that we have learned a bit about different types of persuasive messages, we are going to see if we can see elements of the different types in a persuasive speech outline. With a shoulder buddy, you will read the outline. Each pair will have a discussion web to fill out with examples from the outline. Your goal is to be able to argue whether or not the speech is the type of persuasive message given on your discussion web. You will have about ten minutes to complete this task, and then we will discuss the outline as a class and try to determine which type of persuasive message the message is most like. Do you have any questions? Ok,

get with your shoulder buddy now, and I will pass around the discussion webs and outlines.”

- B. Give students outlines and discussion webs. There will be three different colors of webs, and each web will have a different question: 1) Does this speech address a question of fact?, 2) Does this speech address a question of value?, and 3) Does this speech address a question of policy?
- C. After ten minutes, bring the class together, and have each pair share their ideas. As a class, try to determine which type of persuasive message the outline is. The pairs should all have different ideas, and it is important to encourage each pair to argue their opinion. Eventually, the class will have to determine which type of persuasive message the outline is *most* like.

VIII. What questions do you have about what we learned today?

IX. Remind the class of any homework that is due the next day: Remember to continue to look for ideas for your persuasive speech topic. We will be choosing topics in the next couple of days.

X. Knowing different types of persuasive speeches will make it easier to write your speech, and tomorrow we will talk about different ways to make your speeches effective.

XI. Be sure to hand in your web discussion worksheet as you leave class. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions about the content in order to clear up any confusion or to clarify information throughout the lesson.
2. Students provide answers to questions and examples of their own throughout the lesson.
3. Students work in pairs to develop an argument about whether the speech outline they read was a question of fact, value, or policy. Activity is outlined in the “Organization and Content” section of the lesson.
4. Students participate in whole-class discussions about persuasive messages in their own lives and about whether the speech outline was a question of fact, value, or policy.

Evaluation and Testing:

Objective 1: Students’ knowledge of the three types of persuasive messages will be evaluated informally during the content delivery section of the lesson as I ask questions to check the students’ understanding.

Objective 2: Students' knowledge of the characteristics of each type of persuasive message will be evaluated formally through the web discussion worksheet that they hand in at the end of the class.

Objective 3: Students' ability to give examples of each type of persuasive message will be evaluated informally during question and answer times of the content portion of the lesson.

"If Time" Activities: If there is extra time at the end of the class period, show students examples of different persuasive messages in advertisements. Have students try to determine whether the advertisements address questions of fact, value, or policy. Be sure that all students back up their opinions with reasoning based on what they learned in the lesson today.

Day 3: Increasing effectiveness of persuasive messages

Objectives/Goals:

1. Students will be able to list three methods of making persuasive messages more effective.
2. Students will be able to give characteristics of each method of increasing effectiveness.
3. Students will be able to identify ways in which differences in opinion may affect an audience.

Approach: The lesson will start off with a greeting and with asking the students if they have any questions about the previous day's content. The students will engage in a brief discussion during the attention getter and also throughout the day's lecture to deliver content. Students will move around the classroom as they complete a short exercise about audience analysis.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?

- II. Conduct a short exercise or attention-getter.
 - A. Show students cartoon (see attached).
 - B. What do you notice about this cartoon? (The person is playing music to accompany the student's story to make it more effective.)
 - C. When we are making our own persuasive messages, we also have to think of ways to make them more persuasive.
 - D. We might not add background music to every speech, but there are ways to increase the effectiveness of your speech.

- III. Preview the day: Today we are going to learn about three ways to make your persuasive messages more effective: anticipate selective exposure, ask for appropriate amounts of change, and identify with your audience.

- IV. Teach content for the day. Check for students' understanding throughout this section and answer any questions the students might have about the content.
 - A. The first way to make a persuasive message more effective is to anticipate two components of selective exposure.
 1. The first component is the idea that listeners will actively seek out information that supports their own beliefs, views, opinions, values, behaviors, and decisions.

2. The second component is the idea that listeners will tune out information that goes against their own beliefs, values, etc.
 3. If you know that your audience might be opposed to the main idea of your speech, it might be useful to wait until you have given enough evidence and support before asking them to change their beliefs or do something.
 4. How might anticipating selective exposure affect how you prepare for a speech about changing homework policies to a high school teacher?
- B. In order to have a more effective persuasive message, the second thing you need to do is ask for appropriate amounts of change.
1. If your speech opposes the beliefs, values, and attitudes of your audience, you might have trouble persuading them.
 2. It is important to ask for small amounts of change.
 3. For example, when you are trying to change your curfew, you might not try to convince your parents to totally eliminate your curfew; instead you might ask them to extend it a little later.
 4. What are some examples of times when you asked for small amounts of change? (Examples could include asking for curfew to be extended instead of eliminated, asking for just a little bit of extra spending money)
- C. The final way to make your persuasive message more effective is to identify with your audience.
1. Try to connect to the audience by showing that you share similar attitudes, values, and beliefs.
 2. You can connect with your audience by sharing similar cultural, educational, and social experiences.
 3. Be sure you share information that is actually relevant to the speech and be honest with your audience.
 4. Do not invent similarities.
 5. Also, do not try to ask the audience to do something that you would not do.
 6. In what ways could you identify with the audience during your persuasive speeches in this class? (All of the students are in high school so many have similar experiences, they know what is most important to high school students)
- V. Do you have any questions about how to make your persuasive messages more effective?
- VI. Review the content: Who can remind the class of the three ways to increase the effectiveness of your persuasive speeches? (Allow class time to answer, making sure students explain each way with specific examples.)
- VII. Do an activity: Complete the “Know Your Role” activity (see attached).
- VIII. What questions do you have about what we talked about today?

- IX. Remind the class of any homework that is due the next day: Be sure to continue to explore ideas for topics for your speeches. Look in newspapers, on the Internet, or on television for topics that interest you.
- X. Now that we have spent a few days talking about different types of persuasive speeches and how to make them effective, we will start to write our own speeches tomorrow when we talk about topic selection.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions concerning content throughout the lesson.
2. Students are encouraged to provide their own examples throughout the content section of the lesson.
3. Students move around the classroom to illustrate differing opinions on persuasive subjects in the class. See activity, "Know Your Role" immediately following this lesson.

Evaluation and Testing:

Objective 1: Students' knowledge of the three methods of making persuasive messages more important will be evaluated informally through questioning during the "review the content" portion of the lesson.

Objective 2: Students' ability to give characteristics of each method will be informally evaluated as they answer questions in the "content" section of the lesson.

Objective 3: Students' ability to identify ways that differing opinions in an audience will affect their speeches will be evaluated informally through their participation in the "Know Your Role" activity.

"If Time" Activities: If there is extra time have students complete an analysis of their audience for their speeches: their classmates. Ask students to quickly brainstorm some of the attitudes, beliefs, values, and behaviors of their classmates. They should also include any hobbies, interests, and other important demographic information in their brainstorming lists. Give the students three minutes to complete their brainstorms on their own, and then have the students share with the entire class. Remind the students that analyzing your audience is a great way to be able to identify with the audience, which will help make their persuasive messages more effective.

Day 4: Topic selection

Objectives/Goals:

1. Students will be able to state reasons why it is important to keep an open mind during the topic-selection process.
2. Students will be able to list ways to generate topic ideas.
3. Students will be able to state criteria for choosing an appropriate topic.
4. Students will be able to list ways that perceptions affect their topic choices.

Approach: This lesson starts with greeting students and asking if they have any questions about the previous day's lesson. Students then complete a challenging puzzle which shows the importance of thinking outside of the box during topic selection. Students engage in discussion and answer questions during a short lecture. This is followed by a brief activity in which students become aware of their own perceptions that might limit their ability to choose a topic.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?
- II. Conduct a short exercise or attention-getter.
 - A. Instruct students to draw a dot-grid, 3 dots, by 3 dots.
 - B. Now, tell students to connect the dots using 4 straight, continuous lines. Give students a couple of minutes to complete the activity. As students try to complete the task, move around the room and give the students encouragement. It is a difficult and confusing task, and you do not want students to mentally check out right at the beginning of the day.
 - C. Now ask students to try to connect them with 3 straight, continuous lines. Give students a couple of minutes to complete the activity.
 - D. Ask students to share how they solved the puzzle. Give possible answers.
 - E. Lead a quick discussion of the activity.
 1. What was difficult about this activity? (We couldn't figure out that you had to extend your lines away from the grid.)
 2. What did you have to do in order to complete this activity? (We had to think outside of the box and come up with different ways to solve the puzzle.)
 - F. Just like you had to think outside of the box to complete this puzzle, you are going to have to think outside of the box when you write your persuasive speech, especially when you are starting to come up with a topic.
- III. Preview the day: Today we are going to learn about how to generate topic ideas and how to choose an appropriate topic for your persuasive speech.

- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
- A. There are many ways to generate ideas for your persuasive speeches.
 - 1. You can brainstorm a list of topics that you find interesting.
 - 2. You can look on the Internet or watch the news and write down issues that are relevant.
 - B. Once you have a list of ideas, you need to decide which topic would be most appropriate to speak on.
 - 1. Since you want your speech to be effective, be sure to keep the tips that we discussed yesterday in mind when you choose your topic.
 - a) It is especially important to be aware of the audience.
 - b) Be sure that you are anticipating selective exposure, asking for amounts of change that they can deal with, and identifying with your audience.
 - 2. Make sure the scope of your topic is appropriate.
 - a) You do not want your topic to be too broad.
 - b) You also do not want your topic to be too narrow.
 - c) What is a very broad topic? (Immigration) What would be a very narrow topic? (Immigration from Mexico to the United States during December 2009)
 - 3. Be aware of your own self-perceptions and your audience's perceptions.
 - a) When you are generating topic ideas, you might get stuck and not think that you can find a good topic.
 - b) Be sure that you keep an open mind throughout the topic selection process.
 - c) Making sure that you have an open mind and are open to new ideas and points of view will make it easier for you generate topics and to choose one that interests both you and your audience.
 - 4. Most importantly, choose a topic that interests you.
 - a) Why is it important to choose a topic that interests you? (You are more enthusiastic about doing research and you sound more excited when you give the speech. Your audience is more likely to be persuaded by you if you sound interested in the topic.)
- V. What questions do you have about topic selection?
- VI. Review the content: So far today, we've talked about how to generate ideas for a topic and how to choose a topic once you have generated your list. What are some ways to generate ideas for a topic? What are some things to keep in mind when you choose your topic?
- VII. Do an activity: Complete the "Awareness Test" activity (see attached).

- VIII. What questions do you have about what we learned today?
- IX. Remind the class of any homework that is due the next day: For tomorrow, everyone needs to bring a list of five topics for a persuasive speech and rank them in order from favorite to least favorite.
- X. Give a quick preview of what will be covered tomorrow: Tomorrow it will be very important for you to have your list of topics with a favorite one chosen because we will be spending the day in the library finding research for support in our speeches.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions about content throughout the lecture portion of the lesson.
2. Students provide answers to questions throughout the content section and throughout the lesson.
3. Students examine their own perceptions as they complete an activity. See “Awareness Test” activity immediately following this lesson.

Evaluation and Testing:

Objective 1: Students’ knowledge of the importance of keeping an open mind during topic selection will be evaluated informally during the attention-getter.

Objective 2: Students’ knowledge of ways to generate topic ideas will be evaluated informally during the “review the content” portion.

Objective 3: Students’ knowledge of criteria for choosing an appropriate topic will be evaluated informally during the “review the content” questioning portion of the lesson.

Objective 4: Students’ knowledge of how perceptions can affect topic selection will be informally evaluated in the “Awareness Test” activity.

“If Time” Activities: If there is extra time at the end of class, conduct a brainstorming activity with the students to help them develop topic ideas for their speeches. First have students write down a broad topic that they think could be persuasive. Give the students one minute to think and write the topic down. Then, have the students pass their papers to the person on their left. The students on the left will write three possible questions about the topic that could be developed into a persuasive speech: one question of fact, one question of value, and one question of policy. Students will have three minutes to complete this part of the activity.

Continue to pass the papers to the left until the class period is done. Be sure that all students have their original piece of paper before leaving class for the day.

Day 5: No Content Day

Library Day

Objectives/Goals:

1. Students will be able to find research to support their speeches in journals, books, and online articles.
2. Students will be able to cite sources correctly using MLA format.

Approach: This class will begin with a brief greeting and clarification of the previous day's lesson. Students will then go to the library and spend the class period looking for sources for their speeches. Students who find sources before the class period is done will read their sources, finding important information for their speeches.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?
- II. Explain expectations for class time in the library.
 - A. Today, we are going to be spending the class period in the library to research our persuasive speech topics.
 - B. Before we walk down to the library though, we need to make sure that everyone's topics are different.
 - C. We will go around the classroom, and everyone share their top choice for topics.
 - D. If two people have the same topic, one person will have to choose a different topic; we will determine who needs to change their topic once everyone has shared. (Students will share their topic ideas. Any changes that need to be made will be done after everyone has shared.)
 - E. Now that everyone has a topic, we can work on finding support material in the library.
 - F. When we get to the library, you will need to find support material in the following: one book, one journal article, and one other print source (could be a newspaper, journal, etc. online).
 - G. Print your sources, check out the books, or write the specific statistics, quotes, etc. on a piece of paper.
 - H. Be sure to write a complete, MLA citation for each source.
 - I. Turn in a copy of your MLA citations before you leave at the end of class.
 - J. If you have any questions or need help researching, be sure to ask for help.
 - K. Before we leave, everyone needs to take out their planner and write down the assignment for Monday.

- L. For Monday, everyone needs to bring their three main points for their speech; you will turn them in at the beginning of the day.
- III. Are there any questions about what is expected of you in the library today?
- IV. Students go to library and research their topics.
- A. As students conduct their research, walk around the library to lend assistance and to make sure that everyone is on task.
 - B. Collect students' citations at the end of the class period.
- V. Remind the class of any homework that is due the next day: For Monday, everyone needs to bring your three main points written on a piece of paper to be handed in at the beginning of class. Be sure to continue to research your topic and work on your outline. Your rough draft is due next Thursday.

Pupil Experiences and Activities:

1. Students are encouraged to ask questions to clarify information before going to the library.
2. Students will use computers, books, magazines, newspapers, etc. to find resources for their speeches.
3. Students will complete MLA citations of each source they find.

Evaluation and Testing:

Objective 1: Students' ability to find research to support their speeches in books, journals, and online articles will be evaluated formally through the list of sources they turn in at the end of the class period.

Objective 2: Students' ability to properly cite sources using MLA format will be evaluated formally using the citations they turn in at the end of the class period.

"If Time" Activities: Some students might find sources quickly, but other students will need to use the entire class period. Students who have found all of their sources should be instructed to 1) look for even more sources they could use for support, or 2) read through their sources and highlight (if the source is something they have printed off the Internet), tag with Post-It notes, or write notes of important facts, statistics, or quotes that they might use in their speeches.

Day 6: Ethics and persuasion

Objectives/Goals:

1. Students will be able to explain why it is important to be an ethical persuader.
2. Students will be able to list ways to ensure they are ethical persuaders.
3. Students will be able to explain the importance of clear language as ethical persuader.

Approach: The day begins with a greeting. Students are given the chance to ask questions about their homework and what we learned the previous week. Students then discuss a cartoon briefly. Some lecture and discussion is completed throughout the lesson. Students will work alone as they complete a short worksheet on language ambiguity.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?
- II. Conduct a short exercise or attention-getter
 - A. Put the Peanuts cartoon on the overhead from pg. 416 of the *Person to Person* textbook.
 - B. Ask the students what they notice about the cartoon. (Charlie is going to try to deceive his customers into buying his product. No one want to buy the product when they know what it is actually made of.)
 - C. Tell the students: "As you can see, Charlie Brown ran into an ethical dilemma when he was trying to sell his wreaths. Whenever you are trying to persuade someone of something, there are some important ethical components to remember. We will talk about them in detail today."
- III. Preview the day: Today we are going to talk about your responsibilities as a speaker to be an ethical persuader. First we will talk about why it is important to be ethical in your persuasive messages, and then we will discuss some ways to make sure that you are ethical.
- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
 - A. It is important to be ethical when you are creating and presenting persuasive messages for a couple of reason.
 1. First, when you are presenting a persuasive message to another person, you have the power.

- a) The other person more than likely sees you as an authority figure.
 - b) The receivers of your messages often do not have a choice whether or not to listen to or see the message.
 2. Another reason that it is important to be ethical in your persuasive messages is because the receiver often takes what you say as the truth.
 - a) A good persuasive speaker/message maker will go to great lengths to ensure that the audience believes the message, and it is important that the audience is given a truthful message to believe.
 - b) What instances can you think of when you believed a persuasive message only to find out that it wasn't true? How did this make you feel about the persuader?
 3. Why is it important to be ethical when creating and presenting persuasive messages?
- B. There are many things that you can do to ensure that you are an ethical persuader.
 1. First, it is very important not to make up information.
 2. You also do not want to deceive the listeners about what your purpose is; be sure that the purpose for your message is clear from the beginning of the message until the end.
 3. Make sure not to manipulate data or facts to reach an untrue conclusion.
 4. It is also very important not to change any evidence or facts to fit your points.
 5. Sometimes your messages will be emotional for some listeners, but it is important not to cloud the listeners' logic with over-the-top emotional appeals.
 6. Also, be sure to avoid using language that is difficult for your listeners to understand; ambiguous language can be misleading and could cause your listeners to interpret your message in a way that you did not intend for it to be interpreted.
 7. So, what can you do to ensure that you are being ethical in your persuasion?
- V. What questions do you have about being an ethical persuader?
- VI. Review the content: So far, we have talked about why it is important to be ethical; what are some of the reasons? We also talked about ways to make sure that you are being an ethical persuader; what are the ways?
- VII. Do an activity: Complete the "Language Ambiguity" activity (see attached).
- VIII. What questions do you have about what we learned today?
- IX. Remind the class of any homework that is due the next day: Tonight, be sure to continue to work on your outlines. Your rough drafts are due on Thursday.

- X. Give a quick preview of what will be covered tomorrow: One of the tips that we learned about today was to not let your emotional appeals cloud the listeners' logic. Tomorrow we will learn a little more about what emotional appeals are, along with two other types of appeals.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions to clarify the content throughout the lesson.
2. Students will answer questions and provide their own examples at various times throughout the day.
3. Students will complete an exercise to show the importance of using clear language. See "Language Ambiguity" activity immediately following this lesson.

Evaluation and Testing:

Objective 1: Students' knowledge of the importance of being an ethical persuader will be evaluated informally as they answer questions throughout the content section of the lesson.

Objective 2: Students' knowledge of ways to ensure they are ethical persuaders will be informally evaluated through their answers during the content section and as they give their own speeches and put the methods into practice.

Objective 3: Students' knowledge of the importance of clear language as an ethical persuader will be evaluated informally as they complete the "Language Ambiguity" activity.

"If Time" Activities: If time remains in the class period, have the entire class work together to create a list of class "rules" for ethical persuasion. Students can get together in groups of four or five and brainstorm two to three ideas for rules. After five minutes of group brainstorm time, bring the class together as a whole to make a class list. Go around the room and ask different group members to share one of their ideas and write the idea on the board. After all ideas have been shared, work as a class to choose the five most important rules. Majority rule can be used to help narrow down the choices. Be sure to post the rules so everyone can see them throughout the unit.

Day 7: Types of appeals

Objectives/Goals:

1. Students will be able to list three types of appeals found in persuasive speeches.
2. Students will be able to list characteristics of each of the three types of appeals.
3. Students will be able to identify examples of each of the three types of appeals within a persuasive message.
4. Students will be able to use three types of appeals in their own persuasive messages.

Approach: The class begins with a greeting. Students have the opportunity to ask questions about the previous day's lesson. Students then watch a short video and discuss their reactions to the video with the entire class. There will be some lecture throughout the lesson, and students will have the opportunity to answer questions and provide examples. Students will watch a persuasive speech and identify appeals within the speech, which they will then share with the class as a whole.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?
- II. Conduct a short exercise or attention-getter
 - A. Start the class by having the students watch the Youtube video advertisement for the ASPCA with spokesperson Sarah McLachlan. (The advertisement is meant to gain monetary support for neglected animals. There is somber background music throughout the entire clip, and McLachlan urges viewers to contribute money in order to stop the suffering and cruelty.)
 - B. Ask the students what they thought of the advertisement. Was it effective? How did it make you feel? Did you want to help? Why or why not?
 - C. Then tell the students: "This advertisement is meant to pull at your heartstrings. The makers of the advertisement wanted you to feel bad and convince you to give your money to help the animals. Using emotions to persuade is often very powerful, and we will talk about emotional appeals, along with two other types of appeals in more depth throughout class today."
- III. Preview the day: We have already talked about some ways to make your speech stronger, such as anticipating selective exposure, asking for appropriate amounts of change, and identifying with your audience. Today, we will talk about some important

forms of support for your speeches, called appeals. We will talk about three types of appeals: logical, emotional, and credibility.

IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.

A. The first type of appeal is a logical appeal.

1. When you use logical appeals, you argue based on logic supported by evidence, facts, and examples.
2. There are three kinds of logic appeals: specific instances, causes and effects, and signs.
 - a) When you use reasoning based on specific instances, you present a few specific instances and conclude something about the whole.
 - (1) For example, you could interview several teenagers about their hobbies and conclude something about all teenagers' hobbies.
 - (2) What examples can you think of?
 - b) When you use cause and effects, you say that one thing causes another, giving specific evidence to prove the connection.
 - (1) You might say that students who are involved with sports will have higher GPAs.
 - (2) What other examples can you think of?
 - c) Finally, when you reason based on signs, you make a conclusion about something based on clues or symptoms.
 - (1) You could say that President Obama is a great president because he displays all of the attributes of a great president.
 - (2) What other examples can you think of?

B. There are also emotional appeals.

1. Emotional appeals appeal to your listeners' feelings, needs, desires, and wants.
2. Many times, emotional appeals are based on the five levels of Maslow's hierarchy of needs. (Place pyramid on the overhead)
 - a) Physiological needs include basic survival needs.
 - b) Safety needs include the need for security, safety, and stability.
 - c) Belonging and love needs include those for relationships and affection.
 - d) Self-esteem needs include the need for fame, glory, self-respect, etc.
 - e) Finally, self-actualization needs include finding your true potential and self-fulfillment.
3. What examples can you give for each different need on Maslow's hierarchy?

C. Finally, there are credibility appeals.

1. Credibility is how much your audience sees you as a believable person to speak on the topic.
2. There are three aspects of credibility that we will talk about today, competence, character, and charisma.

- a) Competence is how much you prove to your listeners that you are knowledgeable about the subject.
 - b) Character includes the degree to which your audience thinks that you are honest and trustworthy.
 - c) Charisma is established when your audience perceives you as friendly and pleasant.
3. How could you establish each form of credibility in your speech? (Show you have done research, use sources, use accurate information, do not belittle the audience, prove you care about the audience's needs, smile, sound conversational, etc.)
- V. What questions do you have about different types of appeals?
 - VI. Review the content: Today we talked about three types of appeals. What are they?
 - VII. Do an activity
 - A. Tell the class: "Now that we have learned a bit about three different kinds of appeals, we are going to watch a persuasive speech and try to find examples of the different types of appeals throughout the speech. As you are watching the video, keep track of the examples of each type of appeal on a scrap piece of paper. Once again, what are the three types of appeals? (Logical, emotional, and credibility appeals) When the video clip is done, we will talk about the different appeals together as a class. Are there any questions?"
 - B. Start the video, "Persuasive Speech: Drunk Driving," from http://www.youtube.com/watch?v=kr_EkHioYO8. As the video plays, watch around the classroom to make sure that all students are paying attention.
 - C. Once the video is done, give the students a minute or two to finish writing their notes then say: "Ok, there were many examples of appeals throughout that speech. What are some that you found? Let's start with logical appeals (students respond). Now emotional appeals (students respond). And finally, credibility appeals (students respond)." As the students share their responses, write them on the board and make sure to ask students to explain why they think each is an example of the different types of appeals.
 - D. Finish saying: "As you can see, in a strong persuasive message, a speaker uses many different types of appeals. Your own speeches should do the same. Do you have any questions about the appeals in the video?"
 - VIII. What questions do you have about the three types of appeals?
 - IX. Remind the class of any homework that is due the next day: Be sure to continue to work on your outline. Rough drafts are due Thursday at the beginning of class!

- X. Give a quick preview of what will be covered tomorrow: Today we talked about a few different aspects of credibility, and tomorrow we will learn even more about this very important aspect of persuasive messages.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions to clear up any confusion throughout the lesson.
2. Students will answer questions and provide their own examples of appeals throughout the content and activity portions of the lesson.
3. Students will watch a video as they complete a short exercise highlighting examples of appeals within a persuasive speech. The activity is outlined in its entirety within the lesson.

Evaluation and Testing:

Objective 1: Students' knowledge of the three types of appeals will be evaluated informally during the content and the review the content section of the lesson.

Objective 2: Students' ability to list characteristics of the three types of appeals will be evaluated informally throughout the content section of the lesson and during the activity.

Objective 3: Student's ability to identify examples of the three types of appeals will be evaluated formally using the lists that they hand in after the activity at the end of the class period.

Objective 4: Students' ability to use the three types of appeals in their own speeches will be evaluated formally while reviewing their outlines and listening to their speeches.

"If Time" Activities: Place a copy of Maslow's hierarchy of needs on the overhead. Have students apply the hierarchy to their own speeches, thinking of ways that they might address the different levels of needs within their speeches. Students will have about five minutes to work on their own, and then they will share their ideas with their shoulder buddy who will help to expand on the ideas.

Day 8: Credibility

Objectives/Goals:

1. Students will be able to list three types of credibility.
2. Students will be able to give characteristics of each type of credibility.
3. Students should be able to incorporate three types of credibility into their own persuasive messages.

Approach: Students are greeted at the beginning of the day and encouraged to ask questions about the previous day's lesson. Brief discussion, question-and-answer, and lectures are used throughout the lesson. This is followed by an interactive activity in which students use the different forms of credibility in group, semi-impromptu speeches.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?
- II. Conduct a short exercise or attention-getter: Complete credibility attention-getter (attached) from Spring COM 492 student, Helen Bradshaw.
- III. Preview the day: Today we are going to talk about three different kinds of credibility: surface, experienced, and reputed.
- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
 - A. Surface credibility is often the first type of credibility that is established during a speech.
 1. Surface credibility relies on how a speaker looks.
 - a) To establish surface credibility, you can wear something that supports your speech.
 - b) A speaker who is trying to persuade an audience to "go green" might wear a shirt from a recycling drive that he or she participated in.
 2. Surface credibility can be reinforced by how well prepared you may seem.
 - a) A speaker who can easily work electronics is seen as more credible than someone who fumbles with the technology and takes a lot of time setting up.
 - b) Speakers with handouts and presentation aids visible from the beginning often appear more credible.

3. How could you establish surface credibility during your own speeches?
 - B. Experienced credibility is possible when you have personal experiences that relate to your topic.
 1. Experienced credibility relies on your sharing personal experiences that are relevant to the topic.
 2. For example, if you were giving a speech on how easy it is to “go green,” you might tell about simple steps you have taken to help the environment.
 3. How do you plan on establishing experienced credibility in your speech?
 - C. Finally, reputed credibility is built throughout your speech.
 1. Reputed credibility is built when you cite scholarly sources and show evidence of research in your speech.
 2. The audience is more likely to think you are credible if you show that you have thoroughly researched your topic.
 3. What is necessary to have reputed credibility?
- V. Do you have any questions about the three types of credibility we have discussed so far today?
- VI. Review the content: Today, we learned about three kinds of credibility. What are they? What is included in each? Now we will complete an activity that displays the three kinds of credibility.
- VII. Do an activity: Complete the “I’m Going to Disney World!” activity (see attached).
- VIII. Do you have any questions about what we talked about today?
- IX. Remind the class of any homework that is due the next day: Remember, the rough draft of your outline is due tomorrow. They will all be turned in at the beginning of the class period.
- X. Give a quick preview of what will be covered tomorrow: Tomorrow, we will talk about different presentation aids we can use during our speeches to make our messages even stronger.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions to for clarification of content throughout the lesson.
2. Students will answer questions and provide their own examples at various times throughout the day.
3. Students will complete an exercise in groups to demonstrate the different types of credibility. The activity, “I’m Going to Disneyworld!” immediately follows the lesson.

Evaluation and Testing:

Objective 1: Students' knowledge of the three types of credibility will be informally evaluated through questioning in the "content" portion of the lesson.

Objective 2: Students' knowledge of the characteristics of each type of credibility will be evaluated informally during the questioning portions of the lesson and during the activity.

Objective 3: Students' ability to incorporate three types of credibility into their own messages will be evaluated informally as they present their group speeches during the activity. This will also be evaluated formally during the students' presentations of their own persuasive messages at the end of the unit.

"If Time" Activities: Students will fill out an exit slip before leaving class for the day. On the exit slip, they will answer the following question: In your opinion, which is the strongest form of credibility? Why do you think that way?

Day 9: Presentation aids

Objectives/Goals:

1. Students will be able to list different types of presentation aids.
2. Students will be able to list reasons why presentation aids are used.
3. Students will be able to explain the proper use of presentation aids.
4. Students will be able to demonstrate effective use of presentation aids.

Approach: This lesson begins with a quick greeting and review of any questions the students have about the previous day's lesson and their homework. Students will discuss a cartoon at the beginning of the lesson. Discussion, question-and-answer, and a brief lecture over the content will follow this. The students will then engage in a fun round of impromptu speeches using various types of presentation aids.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Everyone be sure to hand in your rough draft of your outline.
 - D. Are there any questions about your homework or what we have been learning about lately?
- II. Conduct a short exercise or attention-getter
 - A. Show the class the visual aid cartoon on the overhead.
 - B. Ask the students what they notice about the cartoon. (They see that the person is looking for directions and trying to find his way through a hiking trail based on the visual cues on the signs.)
 - C. Tell the students: "Just like the hiker in this cartoon is relying on visual cues to guide his way through the trail, you will use presentation aids to guide your audience through your speeches. Today, we are going to learn some more about how to use presentation aids effectively."
- III. Preview the day: For the past couple of weeks, we have talked about different ways to make the words that you say in a persuasive speech effective. Today, we will talk about a different way to increase the effectiveness of you speeches, using presentation aids.
- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
 - A. There are many different things that you can use for presentation aids during your speeches.

1. What types of presentation aids can you think of? (Have students respond and write their answers on the board)
 2. Sometimes it is useful to bring the actual object you are talking about, such as bringing a product that you are trying to convince someone to buy.
 3. You can also use models or replicas, such as model of a lung to show the negative effects of smoking.
 4. You might also bring photographs, such as a photo of a tree destroyed by acid rain to show the devastating effects of pollution.
 5. Often, video and audio clips can help to prove your point.
 6. Maps are useful when introducing the audience to places that they have never been to before.
 7. You might use charts or graphs to show how something has changed over time, such as including a chart of television viewing over the past twenty years.
- B. Presentations aids are used for many different reasons.
1. Using aids can help to keep the audience interested.
 2. Presentation aids can also help to clarify your points; sometimes your audience might not understand a concept or idea without being able to see it.
 3. Presentation aids also help to reinforce your ideas; saying that television viewing has increased and then showing a chart that shows this will make your speech much stronger.
 4. Using presentation aids also helps to establish and build your credibility, which we have already said is very important.
 5. So, what are some of the reasons why we might use presentation aids in our persuasive messages?
- C. Presentation aids are important to use, but you have to make sure to use them properly in order for them to be effective.
1. Be sure to practice your speech using your presentation aids so that you know how much time it will take to show them and explain their significance.
 2. Always talk to the audience, not to your presentation aid.
 3. It is especially important that your presentation aids are relevant to your speech.
 - a) You should not include an aid that does not support the point that you are making.
 - b) It is also very important for you to explain why the aid is relevant to the speech so that your audience understands its importance.
 4. What should you remember when you include presentation aids in your speeches?
- V. What questions do you have about using presentation aids?

- VI. Review the content: Today we talked about presentation aids. What are some different types of presentation aids? Why do we use them? What is important to remember about using presentation aids in your speeches?
- VII. Do an activity
- A. Tell students: “Now that we have learned how to use visual aids properly in our speech presentations, we are going to do a short activity to become familiar with using presentation aids. At the front of the room, I have a box of objects. We are going to go around the room, and when it is your turn, you will go to the front of the room, take an object from the box, and give a quick 45 second to one minute impromptu speech describing the object. Remember, you need to talk about the object, but you need to talk *to* the audience, not to the object itself. Once an object is used, place it in the second box, so no two people use the same objects. Are there any questions? (Answer accordingly)
 - B. Have students go to the front of the room, one by one to give an impromptu speech using the different objects in the box. Be sure to praise each student’s attempt and give feedback about how well he/she used the object throughout the speech.
 - C. After everyone has given their speeches, ask the class: “What did you notice as you gave the speeches?” (It was hard to concentrate on looking at the class and my object. It was easier to describe the object with it in my hands because I could look at it for clues as to what to say.)
 - D. “What did this teach you about using presentation aids?” (We need to practice using the presentation aid so we can easily point out important parts of the presentation aid without looking at it the entire time.)
 - E. “As you can see, it can be difficult to get used to using a presentation aid at first, and it is important to practice using your aids before you present for the class.”
- VIII. What questions do you have about using presentation aids in your speeches?
- IX. Remind the class of any homework that is due the next day: For tomorrow, you need to bring three different presentation aids that you will use in your speech. You should have one presentation aid for each main point.
- X. Give a quick preview of what will be covered tomorrow: For the past two weeks, we have talked about developing speeches, and tomorrow we will talk about some important aspects of delivering your speeches.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions to clarify important concepts throughout the lesson.

2. Students will answer questions and provide their own opinions on and examples for the content.
3. Students will give a quick impromptu speech in front of the class.
4. Students will watch their classmates give speeches.

Evaluation and Testing:

Objective 1: Students' ability to list different types of presentation aids will be informally evaluated as they answer questions in the review the content section of the lesson.

Objective 2: Students' knowledge of the reasons why presentation aids are used will also be informally evaluated as they answer questions during the review the content section of the lesson.

Objective 3: Students' ability to explain the proper use of presentation aids will be informally evaluated in the review the content section and as they answer questions during the follow-up to the activity.

Objective 4: Students' ability to demonstrate effective use of presentation aids will be informally evaluated during the activity at the end of the lesson and formally evaluated when they present their speeches at the end of the unit.

"If Time" Activities: A list of statements will be placed on the overhead, and students will work with a partner to come up with different presentation aids that they could use to support each of the points. The partners will have about five minutes to think of their aids, then the students will come together as an entire class and share their ideas.

Day 10: Delivery

Objectives/Goals:

1. Students will be able to list effective speech rehearsal techniques.
2. Students will be able to list ways that voice can be used effectively in speech delivery.
3. Students will be able to list ways that the body is used during effective speech delivery.
4. Students will be able to demonstrate effective control of nonverbals during speech delivery.

Approach: Students are greeted at the beginning of this lesson and encouraged to ask any questions about the previous day's lesson and their homework. Students will then have a brief discussion of communication apprehension. A brief lecture, discussion, and question-and-answer section will follow. Students will then complete a fun activity in which two volunteers give quick speeches, exaggerating the concepts learned throughout the lesson.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Hand back students' rough drafts with brief notes and corrections.
 - D. Have students hand in a piece of paper with their three visual aids written on it.
 - E. Are there any questions about your homework or what we have been learning about lately?
 - F. Have students draw numbers for their speech order.
- II. Conduct a short exercise or attention-getter: The class will complete the attention-getter on public speaking apprehension (see attached).
- III. Preview the day: Even though many of you might still have some nervousness about public speaking, it is a necessary component to this class, and it is especially important to know how to deliver your speech effectively. Today, we will talk about some very important aspects of delivery.
- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
 - A. In order to have a smooth, clear delivery, it is very important that you rehearse your speech before presenting it to the class.
 1. Be sure to practice the entire speech, from beginning to end, not just chunks of the speech.

2. It will also be helpful to time your speech, especially since each speech needs to be within the 4-6 minute range; practicing your speech is the only way to make sure that it is not too short or too long.
 3. Practicing in front of mirror will help you see what you look like and will help you practice addressing the audience.
 4. Most importantly, practice your speech multiple times; your speech will probably change each time you rehearse.
- B. During your rehearsals and when you give you speech for the class, it is important to keep three aspects of your voice in mind: volume, rate, and articulation.
1. Volume is how loud or soft your voice is.
 - a) Be sure not to speak too loudly because your audience will think that you are yelling at them.
 - b) If you speak too softly, your audience will not be able to hear you.
 - c) It is important to change your volume occasionally to emphasize main points, important facts, or key words.
 - d) Have 3 students volunteer to read short sentences from the overhead; one will read too loudly, one too softly, and one just right (see attached for examples).
 2. The rate, or speed, that you speak at is important as well.
 - a) Talking too fast will make it difficult for your audience to hear everything that you say.
 - b) Talking too slowly might cause your audience to lose interest and tune you out.
 - c) Speak at a medium pace that will help to engage your listeners, and do not hesitate to change your pace occasionally to emphasize a point.
 - d) Have 3 students volunteer to read short sentences from the overhead; one will read too quickly, one too slowly, and one just right (see attached for examples).
 3. The last aspect of voice is articulation, which includes different aspects of the sounds of the words that you say.
 - a) Articulation includes pronouncing all of the syllables of a word, such as saying *government*, not *govament*.
 - b) Articulating your words also means that you do not add or delete sounds, such as *heighth* for *height*.
 - c) You also need to make sure you learn how to pronounce all of your words properly, especially if you are including technical terms.
- C. Controlling your body movements will also help to make your speech more effective.
1. Be sure to maintain eye contact with your audience for the majority of the speech; this includes looking at every member of the audience and requires you to not use your note cards too much.
 2. Control your facial expressions by smiling and showing that you are relaxed.
 3. Gestures are important to making your messages more effective.
 - a) Try to have a strong posture when you are speaking.
 - b) Use hand motions to emphasize points.

4. Try to avoid distracting body movements such as rocking back and forth, shuffling your feet, playing with note cards, twirling your hair, etc.
- V. What questions do you have about delivery?
- VI. Review the content: So far, we have talked about three different aspects of delivery. What can you tell me about rehearsing your speech? What about voice? Body movement?
- VII. Do an activity: Complete “Hand Jive” activity (see attached).
- VIII. What questions do you have about what we learned today?
- IX. Remind the class of any homework that is due the next day: Over the weekend, be sure to make any revisions to your outline. Everyone’s final drafts are due the day speeches begin, Tuesday.
- X. Give a quick preview of what will be covered tomorrow: Next week we start our persuasive speeches, but before we get to the speeches, we will talk a little bit about evaluating persuasive messages and providing each other with feedback.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Throughout the lesson, students are encouraged to ask questions whenever they need a concept clarified.
2. Students are also asked to answer questions about content and to provide examples to clarify the content for their classmates.
3. Students will have the opportunity to volunteer to give a quick impromptu speech as they complete an activity. The activity, “Hand Jive” immediately follows this lesson.
4. Students will watch classmates give impromptu speeches.
5. Students will engage in discussion of important concepts.

Evaluation and Testing:

Objective 1: Students’ knowledge of effective speech rehearsal techniques will be informally evaluated during the content and review the content sections of the lesson as they answer questions.

Objective 2: Students’ knowledge of effective use of voice in delivery will be informally evaluated as they answer questions in the review the content section of the lesson.

Objective 3: Students' ability to list ways that the body is used during effective speech delivery will be informally evaluated as they answer questions during the review the content section and during the processing section of the activity.

Objective 4: Students' ability to use effective nonverbals in their own speeches will be formally evaluated when they give their own speeches using the rubric.

"If Time" Activities: Place a copy of the "commonly mispronounced words" list on the overhead. Direct students to pair up with their shoulder buddy and go through the list of the words to make sure they know how to pronounce all of them. Remind students that oftentimes we mispronounce words without ever realizing we do so. Be sure to walk around as students complete the activity so they can make sure they pronounce everything correctly.

Day 11: Evaluating persuasive messages

Objectives/Goals:

1. Students will be able to list characteristics of effective persuasive messages.
2. Students will be able to list important characteristics of effective feedback of speeches.
3. Students will be able to provide effective feedback of speeches.

Approach: This lesson begins with a greeting and the opportunity for students to ask questions to clarify information from throughout the unit. Students will engage in discussion and question-and-answer throughout the lesson. A brief lecture will be given in which students provide answers to questions. This is followed by an activity in which students evaluate a persuasive message.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Are there any questions about your homework or what we have been learning about lately?
- II. Conduct a short exercise or attention-getter.
 - A. Show the class the evaluation cartoon on the overhead.
 - B. Ask the students what they notice about the cartoon. (The executioner is asking for an evaluation before he beheads the guy.) What kind of evaluation do you think the executioner is going to get? (The guy who is about to lose his head probably is not going to say many good things about the executioner.)
 - C. Tell the students: "Sometimes, evaluation seems a little pointless. The guy about to be beheaded probably isn't going to give the executioner a good evaluation, and the executioner is not going to benefit from his evaluation. However, we *can* benefit from our evaluations of each other during our speeches, and today, we're going to see exactly how to evaluate each other in an effective manner."
- III. Preview the day: Tomorrow we will start presentations of our persuasive speeches; for most of the time in the next few days, you will be an audience member. As a member of the audience, it will be your job to evaluate your peers' speeches and determine how effective each speech is. Today, we will learn about how to evaluate each others' speeches and how to provide each other with useful feedback.
- IV. Teach content. Check for students' understanding throughout this section and answer any questions the students might have about the content.
 - A. When you are trying to determine how effective a persuasive message is, you should keep a few things in mind and take notes during the speech.

1. First, you should determine if the topic was appropriate, relevant, worthwhile, and persuasive.
 2. Also, you should see if the speaker has kept the audience in mind throughout the speech.
 3. Look for ways that the speaker establishes and builds credibility such as using research, being honest, being well-dressed, etc.
 4. Determine if the presentation aids that were used helped to further the main points.
 5. Be sure to pay attention to how well-organized the speech was; was it easy to follow?
 6. Look at how the speaker delivers the speech; does the speaker use his/her voice and body movements effectively and avoid distraction?
- B. Evaluating each others' speeches would be useless if we did not share our feedback with each the speakers, but there are some very important things to keep in mind when giving each other feedback.
1. Always be sure to give the speaker at least one positive piece of feedback, and more is always acceptable.
 2. Be specific with your feedback.
 - a) Don't just tell them that their examples were good.
 - b) Tell which examples you liked and why you liked them.
 3. Do not overwhelm the speaker with too much criticism; instead give them two to three things to work on.
 4. Do not just tell them to fix something about their speeches; give them specific ways to fix the problems and make the speech better.
 5. Always focus your criticism on the behavior, not the person.
 - a) For example, you would not want to give feedback that says, "you were not interested in your speech" because you do not know if they were interested or not.
 - b) Instead, you might say, "Perhaps if you smiled more or spoke louder, it would show your enthusiasm for the topic better."
 6. Be sure to take ownership of your criticism.
 - a) Avoid starting feedback by saying "you should have" or "you shouldn't have" because it makes you sound like you think you are superior to the speaker.
 - b) Instead, say something like "I think your speech would have benefited from..."
 7. What should we keep in mind when giving each other feedback about speeches?

V. What questions do you have about evaluating each others' speeches??

VI. Review the content: What are some things that we look for to determine if a persuasive speech is effective or not? What can you tell me about how to provide feedback?

- VII. Do an activity: Complete the “Speech Critique” activity (see attached).
- VIII. What questions do you have about what we learned today?
- IX. Remind the class of any homework that is due the next day: Tomorrow we start our persuasive speeches. All final drafts of your outline are due at the beginning of class. Be sure to take some time to practice your speech before you present.
- X. Give a quick preview of what will be covered tomorrow: Tomorrow, we will start our persuasive speeches. Be prepared to see how you have applied what we have learned in the past two weeks to create effective persuasive messages.
- XI. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions throughout the lesson to ensure that they are not confused about any of the topics.
2. Students are asked to answer questions and provide examples throughout the lesson.
3. Students complete an exercise in which they practice providing feedback to speakers. Activity “Speech Critique” immediately follows lesson.

Evaluation and Testing:

Objective 1: Students’ ability to list characteristics of effective persuasive messages will be informally evaluated during the content and review the content sections of the lesson. It will also be formally evaluated as they use the characteristics in their own speeches.

Objective 2: Students’ knowledge of important characteristics of effective feedback will be informally evaluated as they answer questions during the content and review the content sections of the lesson.

Objective 3: Students’ ability to provide effective feedback will be evaluated informally as they complete the activity at the end of this lesson and formally as they hand in their evaluations of their classmates’ speeches during the speech round.

“If Time” Activities: Since this is the day before speeches begin, students will have a chance to practice their speeches with a partner. As the students practice their speeches with a partner, be sure to walk around the classroom, helping students who are struggling or who have questions about their upcoming presentation in class. If there are only a few minutes left in the day, instruct students to practice only their introduction and first main point with their

partners. Instruct students to tell their partner two positives and two things to work on from what they saw.

Days 12-15: No Content Days

Persuasive Speech Round

Objectives/Goals:

1. Students will deliver effective persuasive speeches using the skills and knowledge learned throughout the unit.
2. Students will demonstrate proper outline format.
3. Students will use effective evaluation/feedback techniques.

Approach: The class begins with a greeting. Students will hand in their outlines as they enter class. Students will then learn the format for the speech rounds on the first day. Students will each give their speeches. A student volunteer will time, and all other students will provide feedback for the speakers. A brief oral critique will follow each speech.

Organization and Content:

- I. Welcome the class.
 - A. Greet the class.
 - B. Take roll.
 - C. Have all students hand in their final outlines.
 - D. As students enter, have each student take as many pieces of scrap paper as there are speakers scheduled for the day; these pieces of paper will be used for speaker evaluations.
- II. Review the expectations and guidelines for the speech round.
 - A. Students will have drawn numbers for the speech order at the end of the week two of the unit. Students could have volunteered to go first, second, etc., and the rest of the numbers were put into a hat. The list has been posted in the classroom since the order was chosen.
 - B. Students will complete their speeches in the order on the list, with each speech lasting 4-6 minutes.
 - C. One volunteer will time the speeches each day.
 - D. During the speeches, each student in the audience will help to evaluate the speaker, writing down at least two positives and two things to work on for each speaker on slips of scrap paper. Be sure to write your own name and the speaker's name on the paper.
 - E. After each speech, the speaker who came immediately before the speaker will verbally share his/her feedback with the speaker as the next speaker gets anything set up at the front of the room.
 - F. Once the verbal feedback is given, the speaker will return to his/her seat, and the next speaker will begin.
 - G. All speaker evaluation notes will be turned in at the end of the class period.

- III. Students will give their speeches one at a time.
 - A. Be sure the timer is prepared and ask the speaker if they want the timer to count up to six minutes or down from six minutes.
 - B. After the speaker has finished, have the single classmate share his/her feedback.
 - C. Be sure that the teacher gives the student a few pieces of immediate feedback as well.

- IV. Have a great day!

Pupil Experiences and Activities:

1. Students are encouraged to ask questions about the structure of the speech rounds.
2. Students deliver their speeches.
3. Students listen to classmates' speeches.
4. Students provide written feedback to their classmates.
5. Students provide oral feedback for their classmates.

Evaluation and Testing:

Objective 1: Students' ability to deliver effective persuasive speeches will be formally evaluated using the rubric during their speeches (see attached).

Objective 2: Students' ability to use proper outlining formatting will be formally evaluated using the rubric (see attached).

Objective 3: Students' ability to provide effective feedback will be formally evaluated using the evaluation paper they hand in at the end of each class period and informally through their verbal evaluations.

"If Time" Activities: There will probably not be much time left over on speech days, but if there is, the time would be well spent giving the speakers more verbal feedback. Perhaps it would be beneficial to point out two or three things that the group of speakers did well as whole and two or three things that they could improve on. These comments will help speakers on future days as well.