

60 Seconds to Persuade



Grade: Secondary V

Subject: English

Activity duration: Three 75-minute periods

Teacher's Guide

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Activity Overview

The “60 seconds to Persuade” learning and evaluation situation requires students to reflect on issues that personally affect them, in this case, those related to well-being at school. Students must build a solid argument with a thesis and persuasive evidence, then present it before an audience.

Scenario:

School administrators are asking for student input on how to spend a certain portion of the school budget. Working in pairs, students must choose an element of their school environment that they feel is most in need of improvement and that would benefit the greatest number of students if improved. They must then defend their opinions by presenting persuasive, well-developed arguments to the class using an argumentative strategy known as argumentative explanation. At the end of the activity, students will be asked to vote on a winning team.

Activity Objectives

Students will be expected to do the following:

- Think about their environment and its impact on their lives
- Think of concrete solutions to improve the quality of life at their school
- Take a position on an issue and defend a thesis
- Present multiple arguments to persuade a target audience
- Support their arguments
- Become familiar with argumentative explanation
- Build a persuasive argumentative strategy



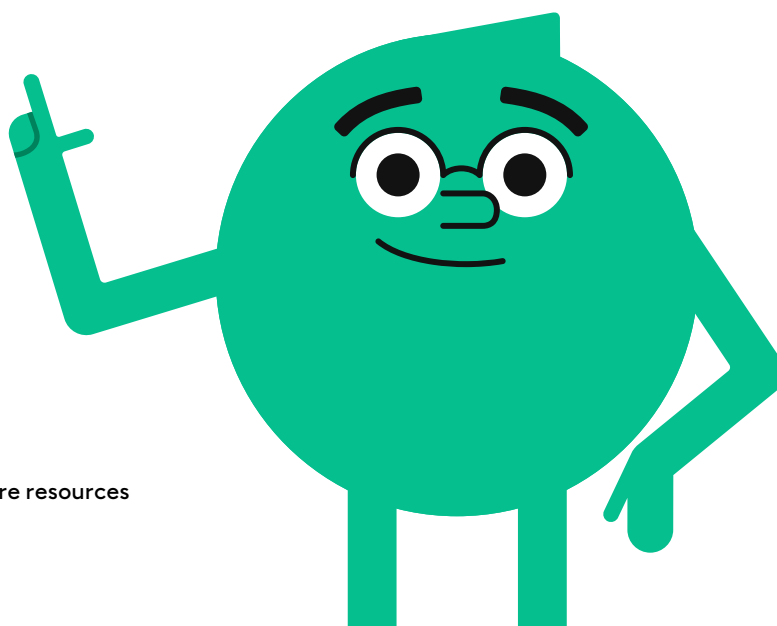
Materials

- Student Booklet
- Relevant resources (books, journals, internet, etc.) for research



Alloprof Resources (In French only - English Language Arts coming soon!)

Concept Sheets	Videos	Crash Lessons
Theses, arguments, and evidence in an argumentative text	The argumentative text: thesis	Argumentative strategies
The argumentative text	The argumentative text: arguments	Modality markers in spoken language
Argumentative strategies		
Argumentative explanation		
Argumentative sequence		
Modalization and modality markers		





Suggested Format

This activity is designed to be done over 3 class periods of 75 minutes each, but can be shortened or lengthened as required.

First Period (75 Minutes) – Project Overview, Team Formation, and Start of Brainstorming

- During this period, students are introduced to the project. First, quickly go over the Student Booklet with the class. It includes the assignment instructions, a list of suggested topics, blank pages for brainstorming and research, a sample presentation outline, a page for preparing a presentation outline, and a checklist of assessment criteria.
- Next, have your students form teams of two. Then, have them choose their topics and begin brainstorming arguments to support their thesis.
- Have each team submit their final topic to you once they have made a decision. Each team must choose a different topic.

Second Period (75 Minutes) – End of Brainstorming, Research, and Argument Formulation

- Students finish brainstorming and start researching using the resources provided. Have them record important information in the space provided in the Student Booklet.
- Then, they will prepare their presentation outline in the Student Booklet, formulating and supporting their arguments.
- They may start practising their presentation as soon as they finish preparing their outline.



Third Period (75 Minutes) – Presentations and Selection of the Winning Team

- Give students 15 minutes to practise before beginning the presentations.
- Each team presents for one minute. Meanwhile, the other students take notes on each team's presentation in the space provided in the Student Booklet.
- Time to vote for a winner! Students vote for the most convincing presentation. Teams cannot vote for their own presentation.
- If you want, you can use the last few minutes of the class period to review the activity.

The following page provides a sample outline that students can use as a template. It is very comprehensive and a good example of how an oral presentation should be structured. Students can adapt it by simply writing in their own keywords. This method is particularly helpful if you want to prevent your students from reading from a script or memorizing their presentation.

Feel free to adapt your instructions to your needs.





Sample Presentation Outlinet

Topic: Eliminating disposable utensils and dishes in the cafeteria.

INTRODUCTION

Brief background: Most Quebec schools have banned single-use dishes and utensils. Yet, our school still serves food in plastic dishes.

Thesis: In our opinion, it is important for our school to invest in a project to eliminate disposable utensils and dishes from the cafeteria.

Argument 1 :

Reusable utensils and dishes would help reduce the school's ecological footprint.

Development

a) Statistic (fact)

According to a 2007 article in *Le Devoir* by Louis-Gilles Francoeur, disposable plastic dishware takes 200 to 300 years to decompose. That's a really long time! The cafeteria currently generates a lot of pollution with long-term repercussions.

b) Comparison

Continuing to serve food in single-use dishes is like continuing to serve junk food, but instead of harming kids' health, it harms the planet's health. Quebec has banned junk food from school cafeterias. Why can't our school do the same with plastic dishes?

Argument 2 :

Making this change sets a good example for students.

Development

a) Quote

According to the Ministère de l'Éducation, "schools must help all young people develop the skills that will help them become . . . engaged citizens." Therefore, it is important for the school to adopt environmentally friendly and responsible practices.

b) Cause and effect

In Quebec, students spend 180 days a year at school, equivalent to about half a year. Clearly, this environment has a major influence on their lives and habits. Therefore, it's important for the school to adopt environmentally responsible practices.

Conclusion

In conclusion, eliminating disposable utensils and dishes from the cafeteria would have a major positive impact on the environment and help all students adopt good habits themselves, which is why the school should invest in this project.



Rubric

Rubric 60 Seconds to Persuade				
Criterion 1: Adaptation to the communication situation				
A	B	C	D	E
The team thoroughly takes every element of the task into account.	The team takes all elements of the task into account.	The team takes most elements of the task into account.	The team takes some elements of the task into account.	The team ignores the elements of the task.
The team uses effective and varied means to maintain a subjective point of view and takes its audience into account.	The team uses effective means to maintain a subjective point of view and takes its audience into account.	The team uses satisfactory means to maintain a subjective point of view and takes its audience into account.	The team uses few means to maintain a subjective point of view and takes its audience into account.	The team does not maintain a subjective point of view or takes its audience into account.
The team uses very relevant arguments to defend its thesis.	The team uses relevant arguments to defend its thesis.	The team uses somewhat relevant arguments to defend its thesis.	The team uses slightly relevant arguments to defend its thesis.	The team does not use relevant arguments to defend its thesis.
The team develops in-depth, personalized arguments.	The team develops somewhat in-depth arguments.	The team develops acceptable arguments.	The team develops very shallow arguments.	The team doesn't develop its arguments.
Names of team members:				
Comments:				