

60 Seconds to Persuade



Grade: Secondary V

Subject: English

Activity duration: Three 75-minute periods

Student Booklet

Project Overview

60 Seconds to Persuade

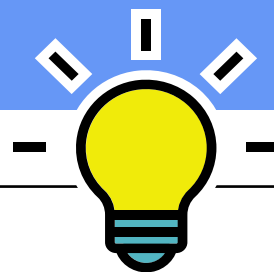
School administrators are asking for student input on how to spend a certain portion of the school budget. Working in pairs, you must choose an element of your school environment that you feel is most in need of improvement and that would benefit the greatest number of students if improved. Then, you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

Suggested topics

Here's a list of topics from which to choose. You can use these as inspiration or suggest new ones to your teacher. To find a good topic, ask yourself what students **really** need and what would improve the quality of life for the **greatest number of them**.

- Buying new physical education equipment
- Renovating an area of the school (painting and decorating)
- Buying new books for the library
- Creating a community vegetable garden
- Adding plants to the schoolyard
- Improving technology
- Offering a new extracurricular activity
- Setting up a school thrift store
- Buying new musical instruments for students to borrow
- Building a green roof on the school
- Creating a mini ecocentre in the school
- Putting in a fitness room
- Building a running track in the schoolyard
- Buying more materials for art classes
- Etc.





My topic:

Research

Using the resources at your disposal, identify the elements you need to support your thesis and develop relevant arguments.

- _____

Source: _____

- _____

Source: _____

- _____

Source: _____





Using the resources at your disposal, identify the elements you need to support your thesis and develop relevant arguments.

- _____

Source: _____

- _____

Source: _____

- _____

Source: _____



Sample Presentation Outline

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

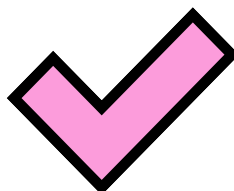
According to the Ministère de l'Éducation, "schools must help all young people develop the skills that will help them become . . . engaged citizens." Therefore, it is important for the school to adopt environmentally friendly and responsible practices.

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.



Presentation Outline

Topic: _____

INTRODUCTION

Brief background:

Thesis:

Argument 1 :

Development

a)

b)

Argument 2 :

Development

a)

b)

Conclusion

Assessment Criteria Checklist

Assessment Criteria	Details
I take all elements of the task into account.	<ul style="list-style-type: none"><input type="checkbox"/> My presentation topic aligns with the project's purpose.<input type="checkbox"/> My presentation is 60 seconds long.<input type="checkbox"/> I researched my topic.<input type="checkbox"/> I completed my presentation outline.
I use appropriate means to maintain a subjective point of view, and I take my audience into account.	<ul style="list-style-type: none"><input type="checkbox"/> I express my thesis clearly during my presentation.<input type="checkbox"/> I use different modality markers.<input type="checkbox"/> I use varied prosody (varied ways to make my oral argument interesting and lively).
I use relevant arguments to defend my thesis.	<ul style="list-style-type: none"><input type="checkbox"/> I present several arguments.<input type="checkbox"/> My arguments are based on evidence (values, verifiable facts, scientific truths, etc.).
I develop each of my arguments in depth.	<ul style="list-style-type: none"><input type="checkbox"/> I use the argumentative strategy of argumentative explanation to develop my arguments.<input type="checkbox"/> I use different methods to develop my arguments (e.g., causal links, explanation, etc.).<input type="checkbox"/> The information used to develop my arguments is credible and verifiable.

Presentation Notes

#	Team Members	Comments					
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