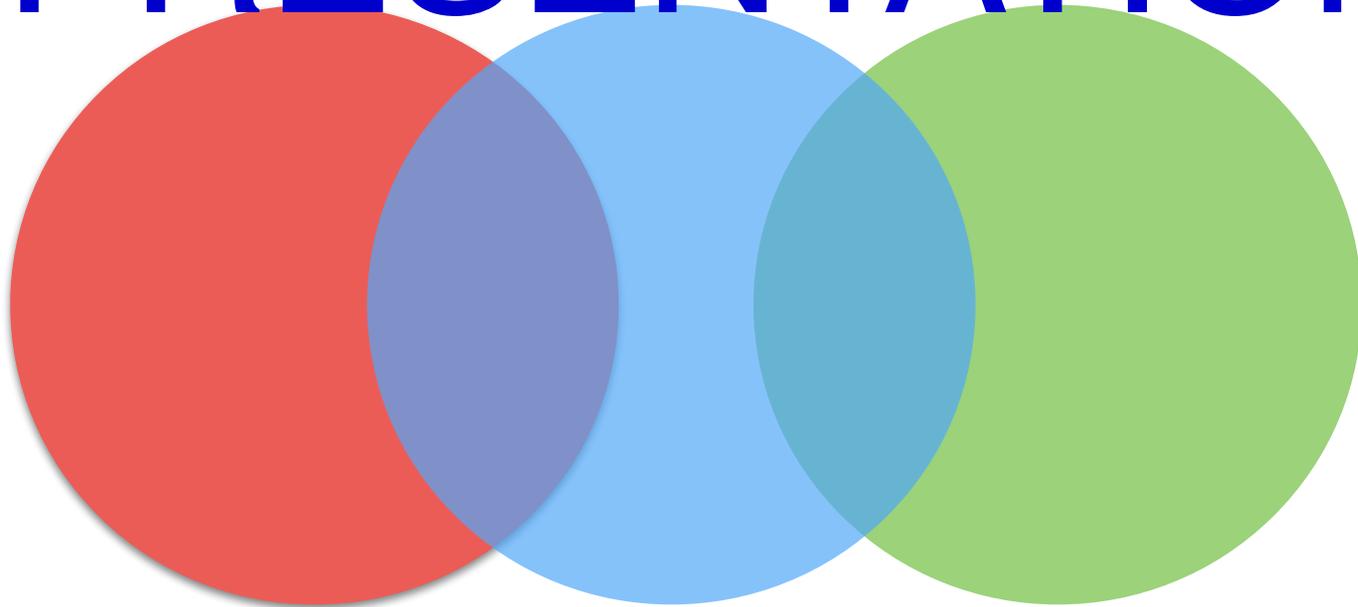
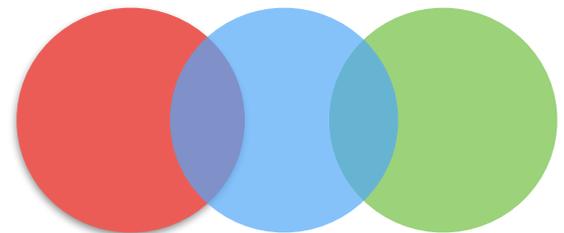


PERSUASIVE ORAL PRESENTATION



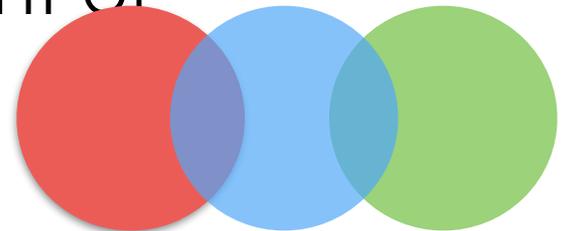
Housekeeping

- Everyone must be prepared to present in the first week of term 3
- Topic and plans must be complete before the end of term 2.
- Your term 2 holiday homework is to research, write and rehearse your speech. It must be ready by the **start** of term 3.



What is the Persuasive Oral?

- 40 marks (Speech 30 + written explanation 10)
- A 4 to 6 minute speech
- Must be on an issue that has been in the media since 1 September 2016
- It must be persuasive and researched
- You must also submit a statement of intention (written explanation)



Statement of intention

- Students are required to write a statement of intention that outlines the decisions made during the development of their oral presentation. The statement of intention must clearly demonstrate an understanding of the construction of argument and the use of persuasive language.

The statement of intention...

- outlines the decisions made during the development of your oral presentation.
- must clearly demonstrate an understanding of the construction of argument and the use of persuasive language.
- allows teachers with the opportunity to determine the level of analysis that a student has reached in preparation for this task.
- has an approximate word limit of 300 - 350 words. With such a small word limit, be succinct and choose what you will discuss wisely in order to score the maximum 10 marks

Sample statement of intention

Sample topical issue: *Compulsory childhood vaccinations*

The topic of compulsory childhood vaccinations will be the focus of my oral presentation. This issue has received a great deal of attention in the media over the past six months as the result of data released by the Department of Health that revealed the number of parents who have not had their children immunised has doubled in the past decade. This means that around 40,000 Australian children have not been vaccinated against largely preventable diseases such as: hepatitis, pneumococcal, whooping cough, polio, measles, mumps and rubella. According to a recent poll, 86 per cent of all Australians now believe that childhood vaccinations should be compulsory and this is the position that I would like to adopt.

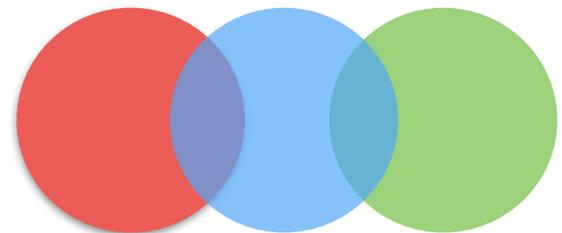
Some of the language and persuasive strategies that I will employ in my oral presentation include the use of accessible medical terminology, the integration of key quotations taken from reliable sources and expert opinion as well as the incorporation of inclusive language such as 'we', 'us' and 'our' children. I will also use a range of evidence, including statistics, research and facts that support the introduction of mandatory childhood immunisation.

A variety of appeals will also be included to help to persuade my audience to adopt a pro-childhood immunisation stance. These will be comprised of appeals to common sense to show how children who are not immunised compromise the overall immunity of the population, as well as appeals to the hip-pocket nerve to show how parents of unvaccinated children may be prevented from accessing welfare payments and childcare subsidies. I will also make an emotional appeal to my audience by using the real life case study of four-week-old Riley Hughes who died from whooping cough, a largely preventable disease.

Throughout my presentation, I hope to employ a range of public speaking techniques to enhance my performance. I will use pauses to add emphasis to the key points of my argument, and I aim to speak steadily and clearly, so that the audience is able to hear each of my supporting arguments. I have a tendency to rush through presentations when I am nervous, so I would like focus on my pitch and pace. As a result, I hope to convince my audience that immunisations should be compulsory for all Australian children aged 0-7.

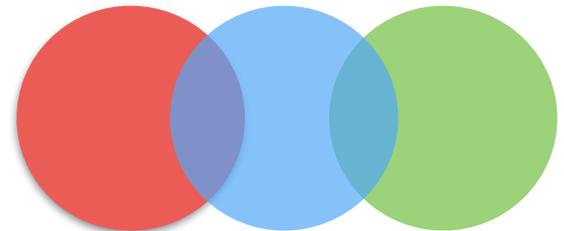
What are you aiming for?

- The ability to present complex ideas in a sustained, coherent and logical argument.
- Skilful use of highly appropriate oral language conventions to engage an audience.
- Accurate and detailed acknowledgement of sources where appropriate.



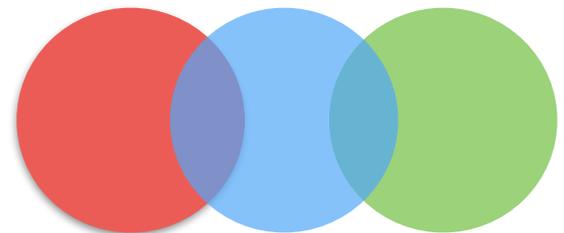
What is an

What is a
CONTENTION?



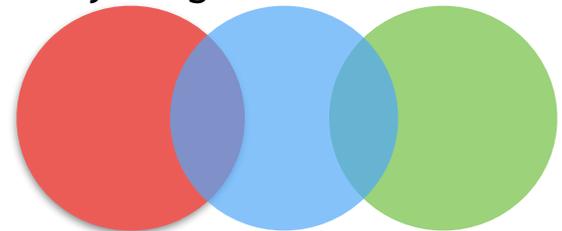
Remember:

- Your issue must have been debated in the media since September 2016.
- This is a relatively short speech, so don't pick a broad topic. Focus your argument.
- Don't become descriptive: you need to *advocate* for something. Focus on the issue, *not* the event.



Some examples of topics...

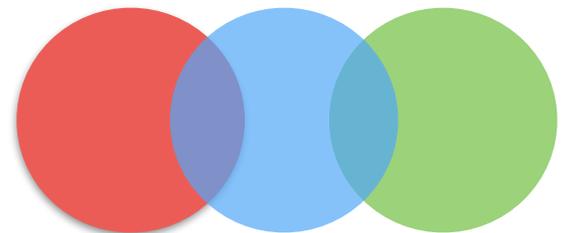
- Australia's foreign military intervention*
- Australia's treatment of asylum seekers
- Fertility treatments and egg-freezing
- Racism in Australia*
- Euthanasia and the 'right to die'
- Medicinal marijuana
- Shark culling
- Puppy farms
- Dredging of the Great Barrier Reef
- Climate Change and drought*
- Restricting elderly drivers
- Gambling advertisements in sports
- Counter-terrorism laws in Australia
- Fracking in rural areas
- Hyper-masculinity and 'lad culture'
- Domestic violence*
- Violence against women
- Gender equality*
- Representation of women in corporations
- Legalisation/availability of alcohol
- Base-line sentencing
- Availability of parole for violent offenders
- University fees, funding and/or regulation
- Anti-bike gang laws
- Pornography and body image
- Gender pay gap
- Drugs in sport*
- Racism in sport



Remember the
structure...

Remember your

purpose...



Step 1: OPEN WITH A HOOK

This could be an anecdote, interesting fact or rhetorical questions that grab our attention...

Step 2: MAKE A STATEMENT ABOUT YOUR TOPIC AND POSITION

You should also provide a summary of what your three arguments will be

Step 3: STATE YOUR FIRST ARGUMENT

Explain and substantiate your argument, and use persuasive techniques...

Step 4: STATE YOUR SECOND ARGUMENT

Explain and substantiate your argument, and use persuasive techniques...

Step 5: STATE YOUR THIRD ARGUMENT

Explain and substantiate your argument, and use persuasive techniques...

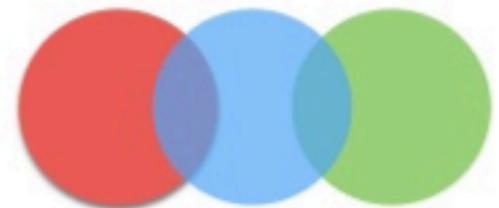
Step 6: STATE AT LEAST ONE COUNTER-ARGUMENT

Rebut this argument by identifying any flaws in logic, relevance, evidence or proportionality...

Step 7: CONCLUDE YOUR SPEECH WITH A CALL-TO-ACTION

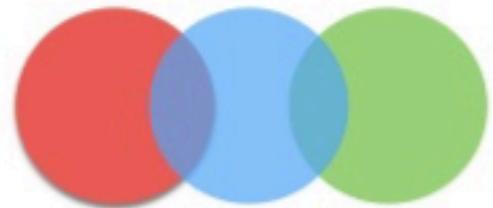
This should be the 'message' of your speech. Have a powerful ending...

Hook your
audience!



Your opening will need to:

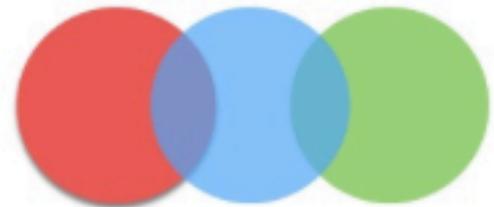
- Engage your **audience**.
- Establish your **issue**.
- Establish your **contention**.
- Establish your **approach**.
- Establish your **overall tone**.



So how can you hook an audience?



- Start with a **story**.
- Start with a **misdirect**.
- Start with a **joke**.
- Start with a **series of rhetorical questions**.
- Start with a **metaphor**.
- Start with a **shocking or provocative statement**.



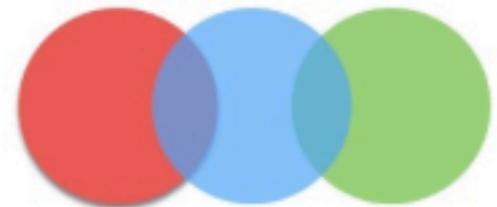
Tone: take control of it!



Don't switch drastically between tones! A distressing, emotive introduction shouldn't lead into a humorous first argument with only a sentence in-between!



You need to **transition** between tones to ensure that you are taking your audience along for the journey.

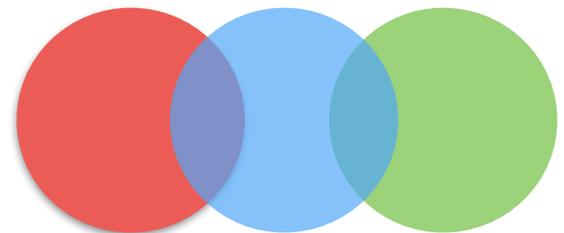


What is your approach?

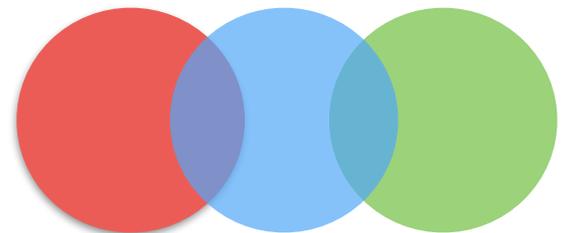
	EMOTIVE	MODERATE	RATIONAL
<i>Appropriate Tones:</i>	Passionate Zealous Alarmed Outraged Hostile Scathing Arrogant	Amused Apologetic Diplomatic Approving Disappointed Sympathetic Friendly	Calm Controlled Authoritative Conservative Formal Modest Educated
<i>Particularly Useful Persuasive Techniques:</i>	<ul style="list-style-type: none">• Anecdotes• Emotive Language• Exclusive language• Hyperbole• Attacks• Appeals to fear, etc.	<ul style="list-style-type: none">• Rhetorical questions• Inclusive language• Humour• Appeals to family values, etc.	<ul style="list-style-type: none">• Statistical evidence• Expert opinion• Logic and reason• Appeals to economic concerns, etc.

Persuasive Techniques

- You must use a RANGE of techniques.
- They must be used EFFECTIVELY.
- They must be EASILY IDENTIFIABLE.
 - “But let’s look at the **logical** consequences...”
 - “**We** to...**We** all...**Our** goal...Those of **us**...”
 - “**It is bad** for you, **it is bad for** your family, **it is bad for** the children and **it is bad for** Australia.”
 - “Take, for example, the view of Professor Burbage, who is **an expert in** Muggle Studies...”



Structure of an (ORAL) Argument



IDEA

The IDEA is the **most important** part – it needs to be clear, relevant and logical. It is a succinct statement of your argument.



ANALYSIS

The ANALYSIS is essential. You **must** be able to explain the reasoning behind your idea/argument. You should also include persuasive techniques in here.

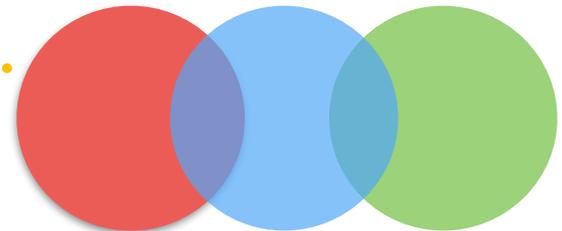


EVIDENCE

EVIDENCE is very good to have, but is less important. Evidence ILLUSTRATES your idea and ADDS WEIGHT to the likelihood of consequences, etc. It may be an anecdote (real, personal or hypothetical), statistic, research study or expert opinion.

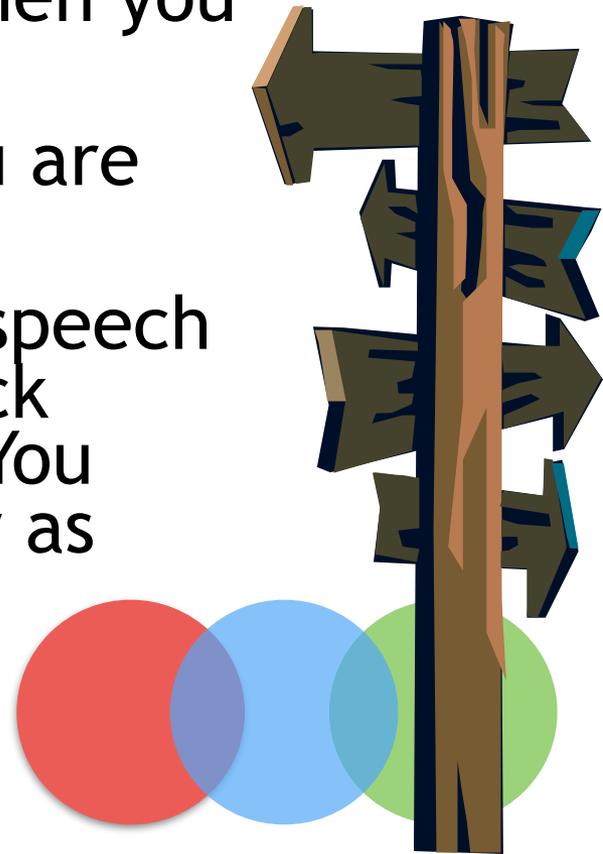
A *Persuasive* Argument

- There are two approaches to making a persuasive argument, depending on the type of issue you are focussing on:
 - Is it a **contentious problem** (i.e. many members of the public don't believe that it is a problem, such as the illegal status of marijuana or Australia's treatment of refugees)?
 - à Convince us that **the problem exists.**
 - Is it an **obvious problem** (i.e. nearly everyone would agree that it is a problem that needs to be fixed, such as the threat posed by ISIS or that violence against women is bad)?
 - à Convince us of **a new solution.**



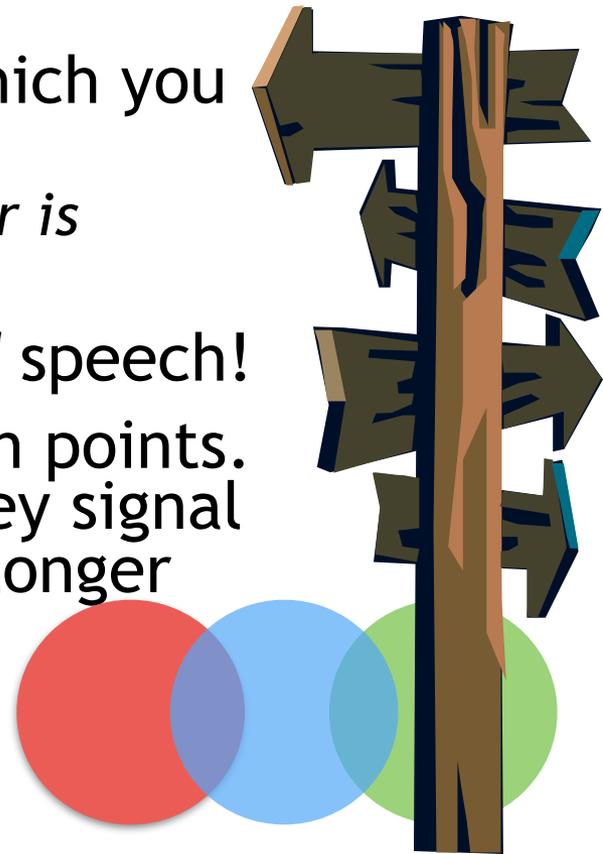
Signposting

- Signposting is where you let the audience know what to expect in your speech, and when you identify when you are moving into a new point.
- You need to be explicit when you are moving to a new point.
- Your audience cannot read your speech and they cannot go back and check anything if they miss something. You therefore need to make it as easy as possible to follow your ideas.

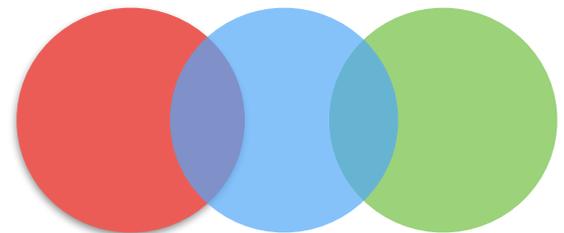


Signposting

- You can make an explicit statement:
 - *“Another argument is...”*
 - *“This leads to my next argument...”*
- You can use a rhetorical question, which you then proceed to answer:
 - *“So why do we need to...? That answer is simple. It is because we need...”*
- Get a bit creative! This is a *prepared* speech!
- Always make sure you PAUSE between points. Pauses are absolutely essential, as they signal the end of a point. Pause for slightly longer than feels natural.



Rebuttal Arguments



Rebuttal Arguments

Basic rebuttal:

- Some people say **X**.
- This is wrong because of **Y**.

Outline an OPPOSING ARGUMENT

EXPLAIN WHY it is incorrect or invalid

Better rebuttal:

- Some people say **X**.
- This is wrong because of **Y**.
- A far better approach is **Z**.

Outline an OPPOSING ARGUMENT

EXPLAIN WHY it is incorrect or invalid

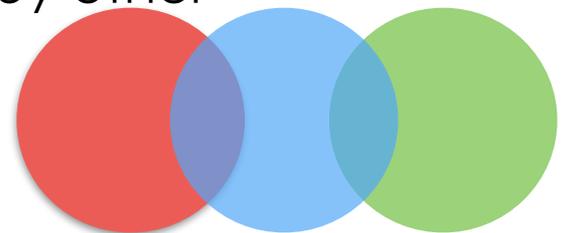
EXPLAIN WHY your approach/position is better



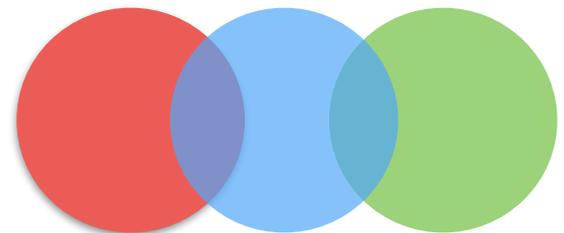
Rebuttal Arguments

You **MUST** explain **WHY** the chosen argument is wrong. Some common justifications include:

- There is a **flaw in the logic** of the argument. For example, it may be no clear link between the cause and consequences outlined, or too many assumptions may be made.
- The argument may **lack relevance** to current circumstances.
- The argument may be **factually inaccurate**. For example, the evidence that once supported by now it may have been disproven.
- The argument results in **unintended consequences** (such as leading to a 'slippery slope' to something much worse).
- The argument, while valid, is of **marginal significance** in the grand scheme of things and is outweighed by other considerations.



Persuasive



Rhetorical
questions

Repetition

Humour

Attacks

Expert
Opinion

Anecdotes

Statistics

Appeals
to ...

Emotive
Language

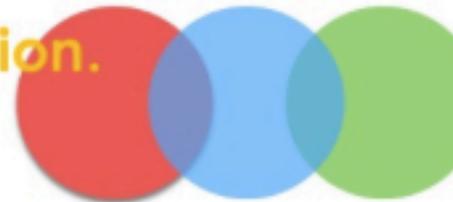
Inclusive/
Exclusive
Language

Hyperbole

Metaphor
& Simile

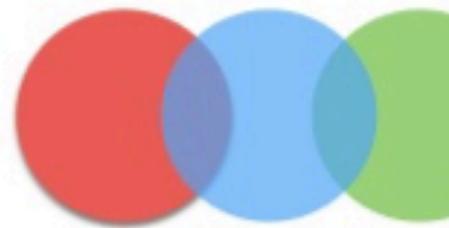
A *Persuasive* Argument

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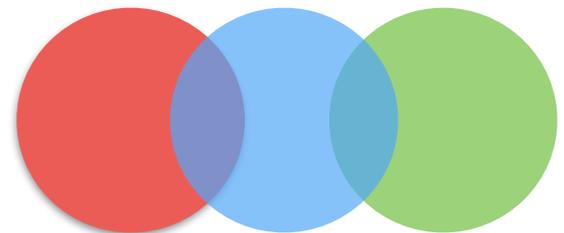


Always ask:

WHAT EFFECT WILL
THIS HAVE ON MY
AUDIENCE?

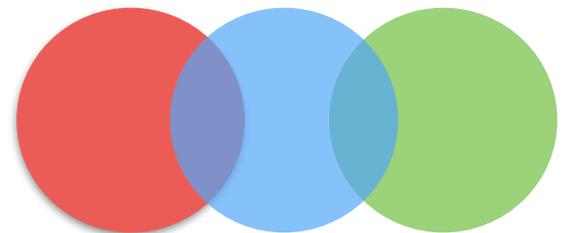


Ending a



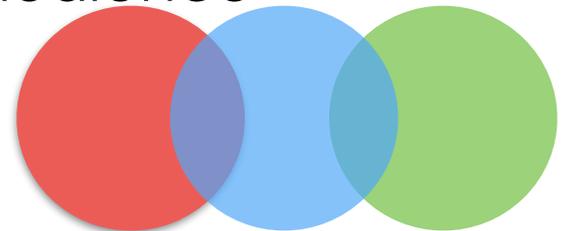
Basic Approaches...

- Restate your **contention** forcefully.
- Find a nice, **eloquent quote** that supports your contention.
- Use a **rhetorical question** to prompt the audience to consider what they would now do.
- Make a **strong inclusive** statement.
- State **what needs to happen next**, and what would happen if we do/don't do it.



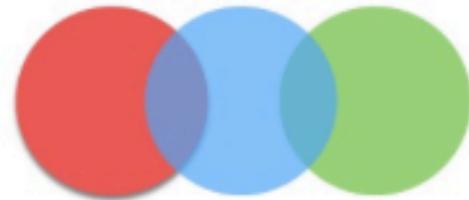
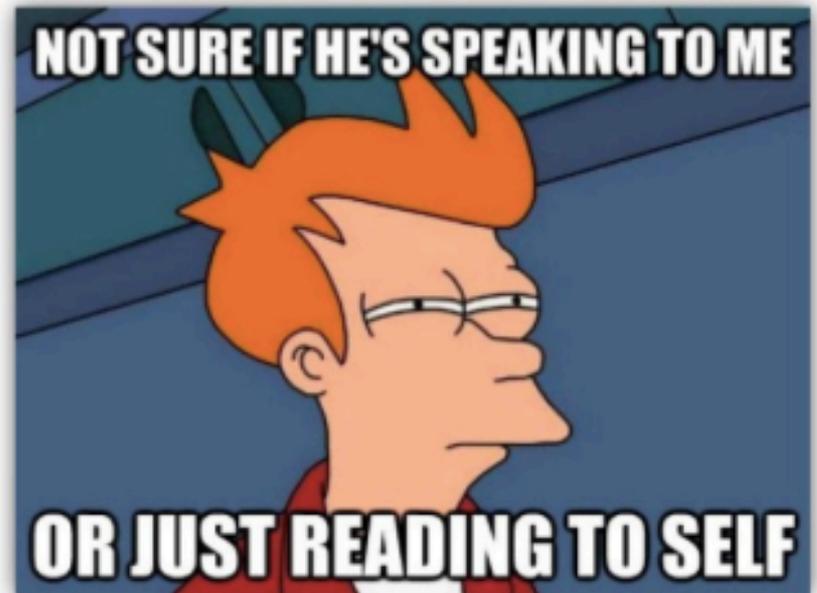
Add a bit of 'wow'...

- Consider: **how did you BEGIN your speech?** Did you do something that caught our attention?
- Use the end of your speech to RETURN to this opening, but in a different way that reflects the journey that we have now undertaken.
- For example:
 - If you began with an anecdote, provide a different ending, or add another chapter.
 - If you had a shocking fact, statement or twist, return to it and reference it.
 - If you used a metaphor, reference it, or use it in a new way.
- This will give your speech a strong sense of **symmetry** and structure, and will really give your audience something to think about.



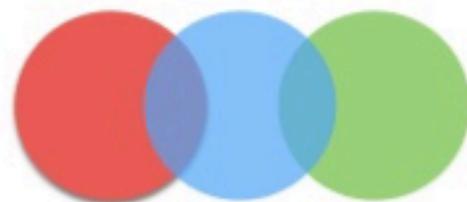
Can I read my speech?

- No.
- No.
- No.
- No.
- No.
- No.



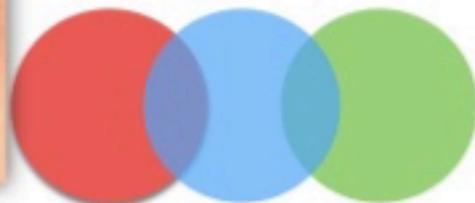
Why not?

- Because it completely **disengages your audience**.
- Because it **kills your delivery**.
- Because it **destroys your structure**.
- Because, if **you don't care enough** about what you're saying to be able to memorise it and look up at us, then don't expect us to be persuaded by you!



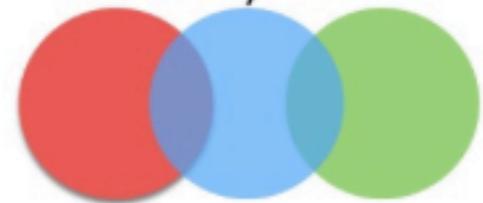
So what do I do?

- Try to **memorise** as much of your speech as possible.
- Have cue cards, but **use dot points** only. They are prompts (i.e. 'cue's'), not a script.
- Have **palm cards** that are discreet.
- Make **eye contact** with your audience for most (90%+) of your speech.



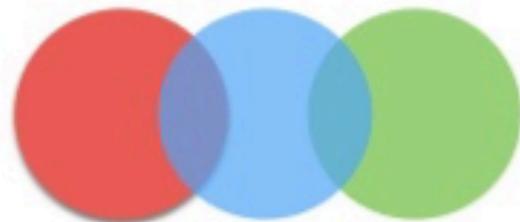
What else can I do?

- Build some **GESTURES** into your speech: for example, numbering off points or statistics, pointing at the audience when making a point, open palms when asking a question, and so on.
- Make sure you **VARY** the **TONE** and **VOLUME** of your speech. This will let you build in moments of **light** and **shade** that add emphasis and/or emotion to certain sections.
- Use **PAUSES** to add emphasis to key moments and to help control the **pace** of your speech.
- Make sure you are aware of your **STANCE**. Be open and confident. Try to avoid unnecessary movement of your feet.



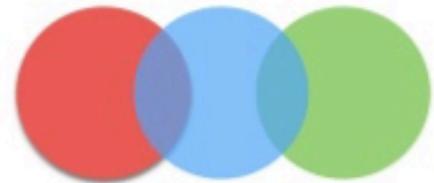
How do I improve my delivery?

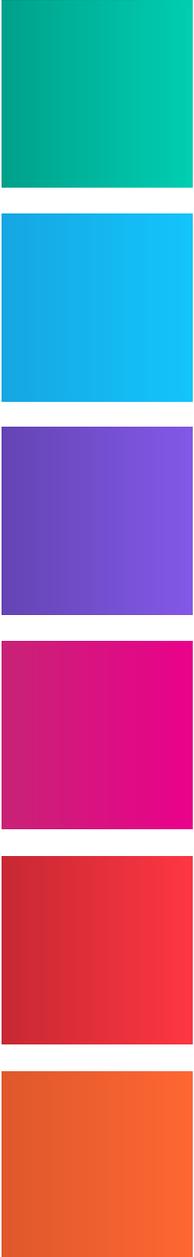
- Lots of rehearsal. LOTS.
- Practising in front of a mirror.
- Practising in front of an audience.
- Recording yourself and reviewing your performance.
- Looking at high-quality examples of delivery that you can emulate.



Always ask:

WHAT EFFECT WILL
THIS HAVE ON MY
AUDIENCE?





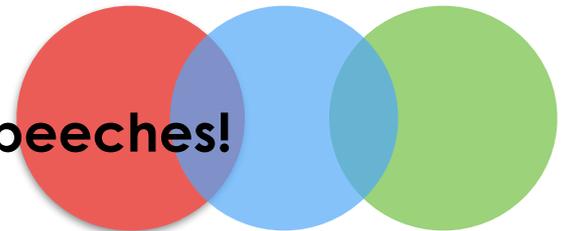
Useful Resources:

Debating and Public Speaking Page:

learn.stleonards.vic.edu.au/debating/

STL Link → Cocurriculum → Debating

- **The Elements of Good Delivery**
- **Hooking your Audience**
- **Rebuttal**
- **Matter** (basic argument construction)
- **Manner** (basic delivery)
- **Look at examples of high-quality speeches!**



VCE ENGLISH
SCHOOL-ASSESSED COURSEWORK

Performance Descriptors

DESCRIPTOR: typical performance in each range						
	Very low	Low	Medium	High	Very high	
Unit 4 Outcome 2 Construct a sustained and reasoned point of view on an issue currently debated in the media.	10	Limited articulation of the intention of decisions related to content and approach made during the planning process with some reference to purpose, audience and context.	Basic articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating some understanding of purpose, audience and context.	Sound articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating solid understanding of purpose, audience and context.	Thorough articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating clear understanding of purpose, audience and context.	Insightful articulation of the intention of decisions related to selected content and approach made during the planning process, demonstrating complex understanding of purpose, audience and context.
	30	Limited understanding of the issue. Few references made to information and evidence.	Some understanding of the issue through the selection of acknowledged information and evidence used to support particular positions.	Satisfactory understanding of the issue through the selection and synthesis of acknowledged information and evidence used to support particular positions.	Detailed understanding of the issue through the careful selection and synthesis of appropriately acknowledged information and evidence used to support particular positions.	Thorough and detailed understanding of the issue through the meticulous selection and synthesis of appropriately acknowledged information and evidence used to support particular positions.
		Limited understanding or development of arguments. Some attempts to position the audience.	Some understanding of arguments demonstrated through the development of arguments that position the audience to support some of the points of view presented.	Sound understanding of argument demonstrated through development of broad and reasoned arguments that position the audience to support the points of view presented.	Detailed understanding of argument demonstrated through development of reasoned and credible arguments that position the audience to support the points of view presented.	Sophisticated and insightful understanding of argument demonstrated through the development of reasoned and convincing arguments that position the audience to support the points of view presented.
		Limited control of oral language conventions.	Some relevant oral language conventions employed to position an audience.	Generally fluent and coherent oral language that employs the appropriate use of conventions to position an audience.	Persuasive, fluent and coherent oral language that employs the appropriate and accurate use of conventions to position an audience.	Highly persuasive, fluent and coherent oral language that employs the skilful use of appropriate conventions to position an audience.