

Lesson D2–5

Organizing and Presenting a Persuasive Message

Unit D. Employability in the Agriculture Industry

Problem Area 2. Developing Communication Skills

Lesson 5. Organizing and Presenting a Persuasive Message

New Mexico Content Standard:

Pathway Strand: Communications

Standard: II: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information within AFNR.

Benchmark: II-D. Develop speaking skills to present information orally in formal and informal situations.

Performance Standard: 1. Access a broad range of technical concepts, knowledge and vocabulary to develop and deliver formal presentations and to use in informal discussions. 2. Apply human relations' skills to contribute effectively to group discussions and meetings.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Identify the major purpose of a persuasive speech.
2. Explain the steps in preparing a persuasive message.
3. Describe delivery techniques in a persuasive message.

List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany this lesson:

Cheek, Jimmy G., et al. *Effective Oral Communication*. Danville, Illinois: Interstate Publishers, Inc., 1995. (Textbook, Chapters 6 and 9)

Hunter, Sharon, et al. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997. (Textbook, Chapter 24)

Other Resources. The following resources will be useful to students and teachers:

Agriculture Sale Communication (U6030); Steps in Preparing for the Agricultural Sales Call. (U6033). University of Illinois, Vocational Agriculture Service, 1401 S. Maryland, Urbana, IL 61801.

Applied Communication. 1988. Agency for Instructional Technology, P.O. Box A, Bloomington, IN 47402.

Understanding the Importance of Effective Communications Through the Spoken Word (#8369); Understanding the Importance of Effective Communication Through the Written Word (#8370); Improving Communications Skills Through Organized Activities (#8371); Utilizing the Media for Effective Communication—Public Relations (#8372). Instructional Material Service, Texas A&M University, F.E. Box 2588, College Station, TX 77843.

Ricketts, Cliff. *Leadership: Personal Development and Career Success*. Albany, New York: Delmar Publishers, 1997.

List of Equipment, Tools, Supplies, and Facilities

Writing surface
Overhead projector
Transparencies from attached masters
Copies of Student Lab Sheets

Terms. The following terms are presented in the lesson (shown in bold italics):

Character
Competence
Expert opinion
Fact
Hook
Inspirational speech
Intent
Personality

Persuasive speech
Proposition
Proposition of evaluation
Proposition of fact
Proposition of policy
Speech to convince

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations.

Have the students review video tapes of persuasive speeches given at State and National FFA Conventions. Ask students to list techniques they observe that made the presentation persuasive. Ask the students to list the steps they would follow in trying to persuade a friend to attend some social function. Discuss the techniques they suggest.

Summary of Content and Teaching Strategies

Objective I: Identify the major purpose of a persuasive speech.

Anticipated Problem: What is the major purpose of a persuasive speech?

- I. A ***persuasive speech*** is a speech designed to change the way the audience feels about something or the way they act.
 - A. The major purpose of persuasive speaking is to get people to think, feel, and act.
 - B. The key to a successful persuasive speech is a clear purpose.
 1. A persuasive purpose statement is called a ***proposition***. A proposition is phrased to accomplish one of the following:
 - a. reinforce a belief
 - b. change a belief
 - c. move an audience to act
 2. Speeches that seek to reinforce belief are called ***inspirational speeches***. The speaker's goal is to make the audience feel good about something or to inspire.
 3. A speech that is intended to change or alter a belief clearly states the new belief or attitude desired. This speech is called a ***speech to convince***. The primary focus of this speech is the logical position in favor of the new belief or attitude and against the old one.
 4. Speeches that are intended to move the audience to act must clearly state this purpose. The intent of this type of speech is to motivate the audience members to act whatever way is stated in the speech.
 - C. The content of persuasive messages should contain the following information:

1. an explanation of why the message is important
2. a clear statement of the point of view, the purpose for stating the proposal, and the benefits of supporting it
3. the arguments, with evidence supporting the view
4. a restatement of the proposal
5. a call for action on the proposal

Use a range of teaching strategies to illustrate the purpose of a persuasive speech. Chapter 6 in Effective Oral Communication and Chapter 24 in Developing Leadership and Personal Skills are recommended text materials. Use TM: D2–5A to help explain the content of a persuasive message. Let the students view a video of persuasive speeches from a National FFA Convention to recognize the various styles and types of speeches.

Objective 2: Explain the steps in preparing a persuasive message.

Anticipated Problem: How is a persuasive message prepared?

- II. There are several guidelines to follow in preparing a persuasive report or presentation.
 - A. Persuasive speech propositions can be classified into three categories—proposition of fact, proposition of evaluation, and proposition of policy.
 1. A **proposition of fact** attempts to prove that something is true. This could be about past, present, or future events or states of affair.
 2. A **proposition of evaluation**, sometimes termed “proposition of value,” attempts to prove that a person, place, thing, or action is good or bad.
 3. A **proposition of policy** attempts to persuade the audience as to what should be done.
 - B. Three factors should be considered when determining the wording of the proposition.
 1. The further the proposition is from the listeners’ beliefs, the harder it will be to convince them.
 2. The more difficult the goal is for the audience to achieve, the less likely the chances for success. Whenever the proposition can be worded so that the speech appears easy, the success rate for persuasiveness will increase greatly.
 3. The more ego-involved the audience is with the topic, the less likely the proposal will be successful. If your audience is a group of beef producers and you are trying to convince them that red meat is harmful in the diet, your success rate would be less than with an audience of health science students.
 - C. A persuasive argument or presentation should follow a logical outline.
 1. First, identify the subject and purpose of the presentation.
 2. Next, state the point of view.
 3. Present the first argument and supporting evidence.
 4. Present the second argument and supporting evidence.
 5. Present the third argument and supporting evidence.

6. Last, call for action.
- D. Prior to writing the persuasive speech there are five steps that should be completed.
1. The speaker must thoroughly understand the issue.
 2. The speaker must determine what the issue is.
 3. The speaker must focus on the delivery.
 4. The speaker must select the best argument(s).
 5. The speaker must identify the supporting evidence.

Many techniques can be used to help students understand the steps in preparing a persuasive message. Students can refer to Chapter 9 in Effective Oral Communication or Chapter 24 in Developing Leadership and Personal Skills for additional information. Use TM: D2–5B to help explain the outline format for a persuasive message. TM: D2–5C can be used to show the steps to follow in preparing the message. Use LS: D2–5A as a checklist for students to use in developing their persuasive message.

Objective 3: Describe delivery techniques in a persuasive message.

Anticipated Problem: What techniques should be used in delivering a persuasive speech?

- III. A successful persuasive speech must be credible, logical in organization, emotional, and ethical.
- A. The four main characteristics of credibility to be considered in preparing and delivering a persuasive speech are competence, intent, character, and personality.
1. **Competence** refers to the speaker’s capability. If the speaker has a good record of giving advice or information about the subject of consideration, it will be considered more credible. Educational background and experiences can increase credibility.
 2. **Intent** is the characteristic of credibility which refers to the speaker’s motive in giving the presentation. The most important part is for the speaker to have credibility, there has to be honesty in terms of intent.
 3. **Character** is the speaker’s moral and ethical traits. If the speaker’s background is that of dishonesty, deceit, and other similar traits, the speaker will not be perceived as truthful.
 4. **Personality** is the sum total of the speaker’s behavioral and emotional characteristics and is responsible for the impression made on the audience.
 5. There are four practices that demonstrate credibility to the audience.
 - a. Be ready to speak.
 - b. Be adequately prepared.
 - c. Show interest in your audience.
 - d. Be enthusiastic.
- B. The ability to arrange the main points of the speech and the reasons for the audience to accept the proposition is critical to its success.
1. Brainstorming is a good way to start to develop ideas and logic.

2. The presentation will be more effective if the reasons are limited to the three or four best reasons.
 - a. Select reasons that will influence the audience logically or emotionally, can be supported, and are the best to prove your proposition.
 - b. Evidence to support persuasive presentations are of two types—facts and expert opinions.
 - (1) **Facts** are statements/information that can be verified.
 - (2) **Expert opinions** are beliefs held by persons with good reputations and knowledge of the subject.
3. Develop an emotional appeal through reasoning. Practice describing feelings and mental images. Make sure the reasons have impact.
 - a. Emotional appeals are most effectively used in the introduction and/or conclusion of the speech.
 - b. This is sometimes called a **hook**, such as a story, verse, picture, etc.
- C. Persuasive presentations will be more effective when they are ethical.
 1. Ethics are the rules or standards of conduct that shape behavior.
 2. Unethical behaviors include stretching the truth, putting slanderous labels on opposing positions, distorting facts, and lying.
- D. The manner in which the speech is delivered will influence its effectiveness. Three major areas that influence the effectiveness of the presentation are voice, physical presence, and language.
 1. Voice
 - a. Use a pleasant pitch.
 - b. Use proper rate of speed.
 - c. Have the appropriate volume for the setting.
 2. Physical presence
 - a. Maintain good eye contact.
 - b. Use good posture while delivering.
 - c. Include appropriate hand and voice gestures.
 - d. Use visuals when acceptable.
 - e. Dress appropriately for the occasion.
 - f. Use notes sparingly.
 3. Language
 - a. Pronounce words properly.
 - b. Use correct grammar.
 - c. Use appropriate vocabulary.

Use a variety of techniques to help students master this objective. Providing text materials will enhance student learning. Chapter 9 in Effective Oral Communication and Chapter 24 in Developing Leadership and Personal Skills are recommended. Use TM: D2–5D to explain how to demonstrate credibility to an

audience. TM: D2–5E should be used to help explain methods of proper delivery. LS: D2–5B could be used to provide the students with an opportunity to develop and deliver a persuasive message.

Review/Summary. Focus the review and summary of the lesson around the student learning objectives. Call on students to explain the content associated with each objective. Use their responses as the basis for determining any areas that need to be covered again. Questions at the end of each chapter in the recommended textbooks may also be used in the review process. Use the lab activities in reviewing and reinforcing student learning.

Application. Application can involve one or more of the following student activities using the attached lab sheets:

Elements of Persuasive Communication—LS: D2–5A

Presenting a Point of View—LS: D2–5B

Evaluation. Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is attached.

Answers to Sample Test:

Part One: Matching

1=c, 2=e, 3=b, 4=d, 5=a, 6=f, 7=g, 8=h

Part Two: Completion

1. feels, acts
2. Ethics
3. voice, physical presence, and language
4. purpose

Part Three: Short Answer

1. Identify the subject and purpose.
2. State the point of view.
3. Present the first argument and supporting evidence.
4. Present the second argument and supporting evidence.
5. Present the third argument and supporting evidence.
6. Call for action.

Test

Lesson D2–5: Organizing and Preparing a Persuasive Message

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- | | | |
|-------------------------|----------------|-------------------|
| a. proposition | d. intent | g. fact |
| b. inspirational speech | e. character | h. expert opinion |
| c. competence | f. personality | |

- _____ 1. Speaker's capability or credibility.
- _____ 2. Speaker's moral and ethical traits.
- _____ 3. A speech that seeks to reinforce a belief.
- _____ 4. The characteristic of credibility which refers to the speaker's motive in giving the presentation.
- _____ 5. A persuasive purpose statement.
- _____ 6. The sum total of the speaker's behavioral and emotional characteristics.
- _____ 7. Statement that can be verified.
- _____ 8. Belief held by someone with a good reputation.

Part Two: Completion

Instructions. Provide the word or words to complete the following statements.

1. The primary goal of a persuasive speech is to change the way the audience _____ about something or the way they _____.
2. _____ are the rules or standards of conduct that shape our behavior.
3. Three major areas of the presentation that will influence its effectiveness are _____, _____, and _____.
4. The key to a successful persuasive speech is a clear _____.

Part Three: Short Answer

List the six steps in an outline for a persuasive presentation.

CONTENT OF PERSUASIVE MESSAGES

- 1. An explanation of why the message is important**
- 2. A clear statement of the point of view, the purpose for stating the proposal, and the benefits of supporting the proposal**
- 3. The arguments (with evidence) supporting the point of view**
- 4. A restatement of the proposal**
- 5. A call for action on the proposal**

OUTLINE FOR A PERSUASIVE MESSAGE

- **Identify the subject and purpose of the presentation.**
- **State the point of view.**
- **Present the first argument and supporting evidence.**
- **Present the second argument and supporting evidence.**
- **Present the third argument and supporting evidence.**
- **Call for action.**

STEPS FOR PREPARING A PERSUASIVE MESSAGE

- **Thoroughly understand the issue or situation.**
- **Determine the message.**
- **Focus on the audience and delivery (time, place, style).**
- **Select the best argument(s).**
- **Identify the supporting evidence.**

DEMONSTRATING CREDIBILITY TO THE AUDIENCE

- 1. Be ready to speak.**
- 2. Be adequately prepared.**
- 3. Show interest in the audience.**
- 4. Show enthusiasm.**

ORAL PERSUASIVE MESSAGES

When speaking, pay attention to the following:

1. Voice

- a. **Pleasant pitch of voice (high, average, low)**
- b. **Proper rate of speed (fast, medium, slow)**
- c. **Volume of voice (loud, normal, soft) appropriate for audience/room size**

2. Physical presence

- a. **Eye contact**
- b. **Good posture (not stiff but natural, loose, and relaxed)**
- c. **Appropriate gestures and expressions**
- d. **Use of visuals**
- e. **Appropriate dress**
- f. **Good use of notes (sparingly)**

3. Language

- a. **Proper pronunciation of words**
- b. **Correct grammar**
- c. **Appropriate vocabulary**

Lab Sheet

Elements of Persuasive Communication

Purpose:

To learn the various elements of a persuasive message.

Materials:

Lab sheet
Writing utensil

Procedure:

Use the following checklist to identify the various strengths and parts of the persuasive message.

Elements of Persuasive Communication

Check the goals of the persuasive message. Does the message ...

- persuade the receiver to be open to an opinion?
- stimulate the receiver's feelings about an opinion?
- persuade the receiver to adopt an opinion?
- persuade the receiver to change an opinion?
- translate an opinion into action?

Identify the audience of the persuasive message

- Individual
- Group
- Attitudes identified (circle one): enthusiastic, interested, neutral, disinterested, aggressive

Decide upon the delivery.

Time of delivery:

Place of delivery:

Style of delivery:

Present the proposal.

State the point of view (position):

Explain the position:

Identify arguments and evidence.

First argument for point of view with supporting evidence:

Second argument for point of view with supporting evidence:

Third argument for point of view with supporting evidence:

Check the kind of supporting evidence used.

Observation
Personal experience
Informed opinion
Organized research

Lab Sheet

Presenting a Point of View

Purpose:

To practice giving a persuasive message

Materials:

Lab sheet

Writing utensil

Procedure:

1. Choose one of the following topics or another agriculture-related topic:
 - Should chemicals be used to control pests?
 - Should the government subsidize programs for agricultural products?
 - Should wildlife habitats be established for endangered species?
 - How should you introduce a new product into an actual agribusiness?
 - Compare two agricultural products and recommend one to a client.
 - Should breeding stock be improved through gene splicing?
2. Prepare a three-minute persuasive presentation.
3. Discuss the topic with your classmates, look in the area of interest, or use the library to do research on your topic.
4. Use the following guidelines to prepare your report for presentation:
 - Study the problem.
 - Identify options for resolving the problem.
 - Choose the strongest supporting evidence.
 - Decide what should be done to solve the problem.
 - Prepare a brief report for presentation.
 - Give the report orally to the class.