

## Assignment 4: Group Persuasive Presentation

Prepare an persuasive presentation with your group. Each group needs to have a different topic, so get your topic approved by your teacher as soon as possible. *Remember that the topic should be something that the audience doesn't really want to do.*

Here are some ideas if you can't think of any yourself:

1. Why you should stop or eat less meat
2. Why you should try minimalism (get rid of most of your things)
3. Why you should take cold showers
4. Why you should keep a journal everyday
5. Why high school students should have 40 hours of volunteer work to graduate
6. Why schools should have a uniform (or not)
7. Why you should stop using social media
8. Why you should learn \_\_\_\_\_ (it should be something most people aren't interested in)

**Time limit:** Each person should talk for 3-4 minutes.

**Groups:** 2-4 people. Tell the teacher your group as soon as possible.

At the end of your presentation, the teacher will survey the class and ask the audience:

How well did the speakers persuade you?

- A. I am very persuaded
- B. I am somewhat persuaded
- C. I am not persuaded
- D. I am confused

### Part 1: Knowledge & Understanding

Write a paragraph to explain the importance of teamwork and how to work effectively in groups. (look at the lesson 4.2 note)

### Part 2: Thinking

Submit an audience analysis. Talk about the audience's

1. **A**ttitude towards your topic
2. **U**nderstanding of your topic
3. **D**emographics
4. **I**nterest level in your topic
5. **E**xpectations towards your presentation
6. **N**eeds or wants from your presentation
7. **C**ustomization to make your presentation better for your audience
8. **E**nvironment of the presentation

## Part 3: Communication & Application

In class, you will deliver your informative presentation. You also need to show your Works Cited list at the end of your presentation. Your Works Cited list should have at least 5 sources.

### Structure of a Persuasive Presentation

#### **Introduction**

- Agenda
- Establish your credibility
- Call-to-adventure

#### **Body**

- State the opposite view first
- Outline the main points you will talk about
- Explain each point

#### **Conclusion**

- Summarize your points
- Review why your topic is important again
- Call-to-action

Put your works cited list at the end.

## Overall Expectation:

Delivering Presentations: Communicate orally for a variety of purposes and audiences, using the forms, language, and techniques of effective oral presentations.

## Learning Goals:

Select, create, and use appropriate audio-visual aids using available technology.  
Make presentations in a variety of forms for various purposes and audiences

## Grading Criteria:

Knowledge & Understanding (25%)	The student explains the importance of teamwork and how to work effectively in groups.
Thinking (25%)	The student analyzes the audience correctly.
Communication (25%)	The submission meets the requirements and is organized. The student engages the audience. The presentation meets the time limit.
Application (25%)	The student effectively follows the structure of a persuasive presentation. The works cited list is done correctly.

## Lateness

Late assignments will lose 5% per day, up to a maximum of 20%.

## Grading for Group Projects

You are responsible for your group, not just yourself. A mistake that some students make is they just assign each person in the group one part, and then they don't check their parts with each other. It's very obvious to the teacher when that happens, and these students lose marks because their parts don't match.

Some students might be unreliable and not do their work. If that happens, please let the teacher know as soon as possible. Unreliable students will lose marks or might even be removed from the group.

Also, at the end of the assignment, there will be an assignment survey. In the survey, each student needs to summarize the parts of the other group members to prove that you understand the content in the *whole* presentation (not only your part). If it's clear that a student doesn't understand what their partners talked about, that student will not get credit for the group work.

Students who do not complete the assignment self-reflection by the end of the presentation day will not get the group grade.

## Rubric

Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
<b>Knowledge/Understanding</b>	<i>The student:</i>			
The student explains the importance of teamwork and how to work effectively in groups.	Demonstrates <b>limited</b> knowledge of effective group work.	Demonstrates <b>some</b> knowledge of the importance of effective group work.	Demonstrates <b>considerable</b> knowledge of effective group work.	Demonstrates <b>thorough</b> knowledge of the importance of effective group work.
<b>Thinking/Inquiry</b>	<i>The student:</i>			
The student correctly analyzes the audience.	Analyzes the audience with <b>limited</b> accuracy and evidence.	Analyzes the audience with <b>some</b> accuracy and evidence.	Analyzes the audience with <b>considerable</b> accuracy and evidence.	Analyzes the audience with a <b>high degree of</b> accuracy and evidence.
<b>Communication</b>	<i>The student:</i>			
The submission meets the requirements and is organized.	The student followed submission requirements with <b>limited</b> effectiveness.	The student followed submission requirements with <b>some</b> effectiveness.	The student followed submission requirements with <b>considerable</b> effectiveness.	The student followed submission requirements with a <b>high degree of</b> effectiveness.
The student engages the audience.	Engages the audience with <b>limited</b> effectiveness.	Engages the audience with <b>some</b> effectiveness.	Engages the audience with <b>considerable</b> effectiveness.	Engages the audience with a <b>high degree of</b> effectiveness.
The presentation meets time requirements.	Presentation meets time requirements +/- 3 minutes.	Presentation meets time requirements +/- 2 minutes.	Presentation meets time requirements +/- 1 minute.	Presentation meets time requirements +/- 30 seconds.
<b>Application</b>	<i>The student:</i>			
The student effectively follows the structure of a persuasive presentation.	The student follows the structure of a persuasive presentation with <b>limited</b> effectiveness.	The student follows the structure of a persuasive presentation with <b>some</b> effectiveness.	The student follows the structure of a persuasive presentation with <b>considerable</b> effectiveness.	The student follows the structure of a persuasive presentation with <b>high degree of</b> effectiveness.
The works cited list is done correctly.	The student is missing a works cited list.	The student has a works cited list but it has less than 5 sources.	The student has a works cited list with 5 sources.	The student has a works cited list with more than 5 sources.