

**Presenting information: Being persuasive**

Ms. Katee Smeaton

**Class Profile**

*This class is made up of students attending the online Language and Culture program at TRU. The students are international, but have completed at least one semester in Canadian classrooms.*

**Goal(s)**

*The goal of the lesson is to enhance presentation skills. At the end of the lesson SWBAT present a persuasive idea to their peers.*

**Materials**

- 1. Big Blue Button Whiteboard**
- 2. PPT**

**Procedures**

<b>Timing</b>	<b>What are the teachers doing?</b>	<b>What are the students doing?</b>
Introduction 10 minutes	<ul style="list-style-type: none"><li>● The teacher will welcome the students to the class.</li><li>● The teacher will start by asking students to write a star and a wish about their weekend in the shared notes<ul style="list-style-type: none"><li>○ This will serve as taking the students</li></ul></li></ul>	Students will take a turn adding their weekend highlights to the shared notes.

	<p>attendance/participation mark. (Make sure to copy the list before clearing the shared notes)</p> <ul style="list-style-type: none"> <li>○ Teacher will ask for volunteers to share about their weekend to the class.</li> </ul>	
<p>Explanation</p> <p>Presentation</p> <p>Skills1`</p> <p>5 minutes</p>	<p>Teacher will present tips on creating a persuasive argument.</p> <ul style="list-style-type: none"> <li>● <b>Choose a position.</b></li> <li>● <b>Understand the audience. Who are you trying to convince?</b></li> <li>● <b>Learn about your topic.</b></li> <li>● <b>Identify the most convincing evidence for your audience.</b></li> </ul>	<p>Students are actively participating by using the multi user whiteboard and polling to answer questions.</p>
<p>Activity 1</p> <p>Making an opinion</p> <p>20 minutes</p>	<p><b>Activity:</b></p> <p>Teacher will go over an opinion piece.</p> <p><a href="https://thewestcoastreader.com/wp-content/uploads/2020/05/DEC_1005_June-WCR-2020_f01-SM.pdf">https://thewestcoastreader.com/wp-content/uploads/2020/05/DEC_1005_June-WCR-2020_f01-SM.pdf</a></p> <p>Teacher will read <b>More wildlife seen in parks</b> found in the June edition of the West Coast Reader</p> <ul style="list-style-type: none"> <li>• The teacher will make a pro and con list with the class about the opinion piece.</li> <li>• Now that the class has made some decisions about both sides of the argument, assign students to groups.</li> <li>• The groups will be told whether they will be pro parks reopening or whether they will be against the parks reopening.</li> </ul>	<p>Students are actively participating.</p>

	<ul style="list-style-type: none"> <li>• tell groups they will have 10 minutes to work as a group to come up with a way to convince their peers that their idea is right.</li> <li>• <b>Teacher will assign breakout rooms and bounce into rooms to monitor class.</b></li> </ul>	
Activity 2 Peer presentations 15 minutes	<p>Each group will present their persuasive presentation to the class.</p> <ul style="list-style-type: none"> <li>• Have each group turn on their mics to present</li> <li>• If possible have students turn on their cameras to present.</li> </ul>	Students are actively participating.
Closing  5 minutes	For closing students have to turn on their camera/mic to tell you which argument they decided was better.	Students are replying and signing off.

### **Assessment**

*For learning assessments will be used to determine if students are actively participating. Students will gain a participation mark for attending and joining the class. I will take anecdotal notes during their presentations. I will use the notes to provide the students with specific feedback.*