

Purposeful Campus Pitch

Analyze a model, speak with purpose and use listener feedback.

9.C.2 "Speaking and Presentation of Ideas Report orally on a topic or text or present an opinion. This includes: Choosing vocabulary, language and tone appropriate to the topic, audience, and purpose..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline two phrases that politely invite the council to act. Circle the three bracketed delivery cues. Label paragraphs 1, 2 and 3 as introduction, reasons and conclusion. This is an invented school proposal.

Planning a Cooler Campus Path

- ① Members of the school council, please consider a long-term plan for more shade along the walk from the bus loop to the main doors. [Look toward the listeners.] I propose a planning meeting about planting suitable shade trees. Young trees will need time to grow, so this is not a promise of immediate relief. I will explain two reasons to investigate the idea: future shade and a chance for students to help care for our campus.
- ② First, a shaded route could make waiting and walking more comfortable as the trees grow. Second, students could help record growth and report when young trees need care. [Pause between the reasons.] We still need the grounds manager to check safe planting locations, suitable species, care needs and costs. If you ask a question, I will listen without interrupting and restate it before answering. When information is missing, I will say what we need to find out rather than invent a number.
- ③ To conclude, I am asking for an investigation before a purchase. We can plan for shade today and care for our shared campus for years to come. [Slow down and speak warmly.] That sentence links our first step to a lasting responsibility. Please schedule a meeting with the grounds manager and student volunteers next week. Together, we can decide whether this proposal is practical and what evidence we need before moving ahead.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What action does the speaker request now? How is it different from promising immediate shade?

2 Name the two reasons in the introduction. How does paragraph 2 develop each?

3 How will the speaker respond to a question about an unknown cost? Name a listening action and an honest response.

4 Choose one delivery cue and explain how it helps this audience understand the speaker's purpose.

3 YOUR TURN

Your own words

Prepare a 90-110-word proposal to a school leader about an improvement you would like investigated. Include an opening request, two reasons, an organized explanation and a specific closing action. Add two bracketed delivery cues. Count spoken words only, excluding the bracketed cues. Then complete all three stages.

Draft and rehearse

Write the proposal, check its spoken-word count and rehearse it aloud. Use respectful language and a tone suited to the school leader; distinguish hopes from established facts.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Present, listen and recite

Take turns as speaker and school leader. Present your proposal; the listener asks a question. Show attentiveness, restate it and respond honestly. Separately memorize and accurately recite this selection from paragraph 3: 'We can plan for shade today and care for our shared campus for years to come.' Choose meaningful stress and inflection. The listener checks against the printed text. Record feedback on one strength and one improvement in organization, voice or body language, plus the recitation accuracy check.

Evaluate and improve

In 3-4 sentences, evaluate your introduction, central idea, order of reasons and conclusion. Use a specific listener comment to choose one change. Revise the affected words or cue, then perform that part again.

PART 1 • READ AND MARK

Underline two phrases that politely invite the council to act. Circle the three bracketed delivery cues. Label paragraphs 1, 2 and 3 as introduction, reasons and conclusion. This is an invented school proposal. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What action does the speaker request now? How is it different from promising immediate shade?	The speaker asks for a planning meeting to investigate planting trees, not an immediate purchase or instant shade. Young trees need time to grow.
2	Name the two reasons in the introduction. How does paragraph 2 develop each?	Future shade could make walking/waiting more comfortable; student care could include recording growth and reporting care needs. These develop the two previewed reasons.
3	How will the speaker respond to a question about an unknown cost? Name a listening action and an honest response.	Listen without interrupting and restate the question; explain that the grounds manager must help establish costs rather than inventing an estimate.
4	Choose one delivery cue and explain how it helps this audience understand the speaker's purpose.	Accept a supported choice: looking toward listeners connects with the council; pausing separates the two reasons; a slower, warm conclusion emphasizes shared responsibility and the request.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Model proposal (spoken words exclude bracketed cues). Principal Lee, please meet with students to consider a bottle refill station near the gym. [Look toward the listener.] First, a nearby station could help students refill bottles between activities. Second, it could encourage people to bring reusable bottles to school events. We should ask staff about a safe location, installation costs and cleaning before making a purchase. [Pause before the request.] Students could help collect questions and compare possible locations. We can also ask younger students and teachers what they need from a shared station. Please arrange a meeting with the student council this month so we can investigate whether this improvement would serve our school well.

Performance and recitation. A listener asks about cost; the speaker restates the question and says the cost must be checked. Recite the assigned sentence exactly, with possible emphasis on 'plan', 'care' and 'years'. The listener checks every word and gives a specific delivery comment.

Four-sentence evaluation model. My introduction clearly requests a meeting about a refill station, which states my central idea. My two reasons come before the practical questions, so the order leads toward an informed decision. My listener said my closing request was rushed, even though it named a clear action. I will add a pause before 'Please arrange a meeting' and repeat that closing more slowly.

TEACHER ASSESSMENT NOTES

Accept any two polite invitations, such as 'please consider', 'I propose a planning meeting' or 'Please schedule a meeting'. Marking is bounded and evidence-based. Assess the actual individual presentation, question response, accurate memorized selection and repeated revised portion; writing alone is incomplete. All four organizational elements must appear in self-evaluation. Check the 90-110 spoken-word range without counting bracketed cues or headings. The sample is a proposal, not verified school data. No map, budget, device or external text is required.