

Speak for Change

Analyze a model persuasive presentation.

10.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 the sentence that states the speaker's proposal and the sentence that gives the final call to action, number the two main reasons 1 and 2, and circle each bracketed delivery cue.

A Better Lunchroom Choice

- ① Good afternoon, members of the student council. [Stand tall and make eye contact.] Our school can reduce lunchtime waste by replacing disposable plastic forks with washable metal utensils. This is not a tiny change. Each day, hundreds of forks are used once, tossed away, and carried to a landfill. [Pause.] I am asking you to recommend a six-week utensil trial in the cafeteria. During that trial, students can return used utensils to clearly marked bins, and staff can track how many disposable forks the school no longer orders. This practical plan gives us evidence before we make a permanent decision.
- ② First, washable utensils can lower the school's trash costs over time. Although the school would buy utensils and washing racks at the start, it would purchase fewer boxes of plastic forks every month. Second, the trial can build responsible habits. [Open one hand toward the audience.] Returning a fork takes only a moment, yet that small routine shows that shared spaces deserve care. Some students may worry about cleanliness. The cafeteria already washes trays and pans at high temperatures, so utensils can be cleaned through a similar process. [Nod.] A trial lets us test the system, listen to concerns, and improve it.
- ③ Student council, this proposal is careful, affordable, and worth testing. [Slow your pace.] A six-week trial will show whether our community can cut waste without disrupting lunch. If the data show problems, we can adjust the bins, washing schedule, or student directions. If the trial works, we will have a reliable way to keep plastic forks out of the trash. [Lift your voice slightly.] Let us choose a solution that matches our values of responsibility and stewardship. I ask you to place the utensil trial on next month's agenda and invite cafeteria workers and students to help shape it. Thank you.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What proposal does the speaker make in the introduction, and what audience does the speaker address?

2 How are the two central ideas organized in paragraph 2? State both reasons.

3 How does the cue “[Open one hand toward the audience]” support the speaker's point about returning a fork?

4 What makes the conclusion effective? Identify one way the speaker addresses uncertainty and the final action the speaker requests.

3 YOUR TURN _____ Your own words

Write a 90-110-word speech urging classmates to support one action at school. Include a clear opening, two reasons, a conclusion with a call to action, and two bracketed delivery cues, then rehearse it from memory using those cues.

PART 1 • READ AND MARK

Underline the sentence that states the speaker's proposal and the sentence that gives the final call to action, number the two main reasons 1 and 2, and circle each bracketed delivery cue. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What proposal does the speaker make in the introduction, and what audience does the speaker address?	The speaker asks the student council to recommend a six-week cafeteria trial of washable metal utensils instead of disposable plastic forks.
2	How are the two central ideas organized in paragraph 2? State both reasons.	The speaker uses "First" and "Second." The reasons are that washable utensils can lower trash costs over time and that the trial can build responsible habits.
3	How does the cue "[Open one hand toward the audience]" support the speaker's point about returning a fork?	The open-hand gesture invites the audience into the idea of shared responsibility for caring for common spaces.
4	What makes the conclusion effective? Identify one way the speaker addresses uncertainty and the final action the speaker requests.	The speaker says the school can adjust bins, washing, or directions if data show problems. The speaker asks the council to place the trial on next month's agenda and involve cafeteria workers and students.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Classmates, [make eye contact] our cafeteria needs a refill station for water bottles. Bringing a bottle already saves money, but many of us cannot refill it between classes. A station near the cafeteria would give students cold water and reduce the number of plastic bottles thrown away each day. It would also make sports practices and long afternoons more comfortable, because students could refill quickly. [Pause, then speak firmly] Ask the principal to add a refill station to next year's building plan. We can make one useful change that supports our health, our budget, and a cleaner campus.

Accept responses that accurately identify the proposal, reasons, delivery choices, and conclusion details in the passage. For the speech, accept varied school actions when the response meets the word count and includes an opening, two reasons, a call to action, and two purposeful delivery cues.