



# Don't Get Me Started

EXPRESS A STRONG VIEW TO AN AUDIENCE OF YOUR PEERS.

## AS91102: SPEECH - 3 CREDITS



### 2.5: CONSTRUCT AND DELIVER A CRAFTED AND CONTROLLED ORAL TEXT

Achievement	Achievement with Merit	Achievement with Excellence
Construct and deliver a crafted and controlled oral text which develops, sustains, and structure ideas.	Construct and deliver a crafted and controlled oral text which develops, sustains, and structures ideas <b>convincingly</b> .	Construct and deliver crafted and controlled oral text which develops, sustains, and structures ideas <b>effectively</b> .
Construct and deliver a crafted and controlled oral text using oral language features appropriate to audience and purpose to create effects.	Construct and deliver crafted and controlled oral text using oral language features appropriate to audience and purpose to create <b>convincing</b> effects.	Construct and deliver crafted and controlled oral text using oral language features appropriate to audience and purpose to <b>command attention</b> .



# Persuasion |pə'sweɪʒ(ə)n|

noun

the action or process of persuading someone or of being persuaded to do or believe something

## Outline

This task is an extension of our study of persuasion and public influence. This is an opportunity to create your own persuasive speech, expressing your strong views about a topic of personal concern.

## Preparation

1. Explore the idea of **logical fallacies**, which are the techniques of argument that underpin a great deal of propaganda, and create some simple arguments based on these fallacies.
2. Source **key material** including photographs, newspaper articles, personal accounts and facts that surround your topic.
3. Explore **features of persuasive language** that are prevalent across a number of persuasive speeches.
4. Select one famous **persuasive speech** and closely analyse (annotate) it for its use of logical fallacies and persuasive language.
5. **Choose a topic.** Ideally this will be one about which you feel passionate, and which will engage the passions of others.
6. Plot the **sequence** of your argument, identifying which **logical fallacies** and **oral language techniques** you will employ, and in what order.

## The Final Piece

### DURATION

The speech must be at least **four minutes** in duration.

### CONDITIONS

You must write your own persuasive speech. You must present the speech **to the class** in **one live session**. You may use **cue cards** and display information on a **screen**, though the decision to do so must be taken so that it enhances your oral presentation. **Audience interaction** is encouraged

### SCOPE

Your speech will be assessed for its commanding use of a range of oral language features. These features will both be baked into the writing of the speech itself, and heard and seen in the tone and nature of your delivery. Check the exemplars of Level 2 speaking on the NCEA site to gain some insight into the requirements of this standard.

### ADVICE

You are advised to practice speaking to an audience as often as you can in the build-up stages in order to become as familiar as possible with speaking to the class.

Seek feedback from your teacher in the early stages of your drafting in order to ensure you are on the right track.



# Exemplar

## ANTI-WAR

### Persuasive Speech

Re-working of the Shakespearian opening "Friends, Romans, Countrymen, lend me your ears"

Deliberate use of colloquialism "me lads.." and the personal pronouns, "You, me.."

Inverse use of the 'bandwagon' logical fallacy

Use of rhetorical questions

Repetition of the word 'you'

**Just a moment me brave kiwi lads and lasses, lend me your ears,** and listen to the travesties of war and the lies that disguise them. The true women and men among **you**, I hope, will soon wake from this god-awful dream and reach out to your fellow man. Lies are being sold to **you, me lads and lasses**, lies of life and drink and glory, lies of family and living and a well deserved death. But these are lies, nonetheless.

A life at war is a life of misery. There are no 'odd bullets' or 'regular meals'. Each bullet is well aimed and well practiced, and you won't have tales to tell the young ladies unless you have a limb blown off, **and no woman of this era wants a handicapper to burden her.** Hospitals will fill and uniforms will be distributed and what use is this for our hard-earned resources?

You will not die a hero, epic and remembered, but a number on a casualty list and name long forgotten. **What will the boyfriend or girlfriend say when they hear the news?** Who will hold them close and comfort them when they find there is no body?

Who will be there for them in old age, and live to raise children with them?

**You see**, these are New Zealand's darkest hours of yet, and yes, the grass is always greener on the other side, but do **you** dare leave New Zealand behind you? No! **You** stay and believe, and know **you** were not just a number on the list. **You** are the men and women of the Allies, and New Zealand needs **you** home.

Who, I ask, will be the first to awake?