Persuasion

Objective: During the next two lessons, you will have applied specific techniques of persuasion toward an object that you and your partners have created.

Lesson

* DAY 1: Attention-getting-device: Watch an episode of *The Shark Tank*. Or use the link on my website on the Accounting Page. Then using the rubric provided rate the presenters on the show. (This will be how you are evaluated as well)

<http://www.youtube.com/watch?v=C4MMwXHAq6E>

* DAY 2: Students will be allowed to choose their partners for the project. The project will be discussed, in length, using the information sheet that follows. Each group will have three class periods to work.

**Persuasion Elements**

Persuasion occurs when a person causes someone else to change. The change may either be to their inner mental systems or to their external behavior. Inner systems include values, attitude, beliefs, schema, goals. The change may creation of something new, or extinguishing or modifying something that already exists.

Elements of persuasion include:

* *Intent*: We usually persuade intentionally, but we can also accidentally persuade. In fact every interpersonal interaction causes a change to both parties.
* *Coercion*: Coercion gains compliance, where behavior is changed, but without any internal commitment or change of inner mental systems (in fact these may be strengthened in the opposite direction).
* *Context*: A changed behavior may be constrained to limited context.
* *Plurality*: You can persuade one person or many people. You can even persuade just yourself.
* *Presence*: You can be physically with the other person (allowing maximum communication) or communicating via such as the telephone or written words.
* *Media*: Communication may be done via a range of media.

Inner systems are often held as networks of connected beliefs, etc. Persuasion often acts to break and redirect those interconnections.

A three part model of persuasion includes the source, message and target:

* Communicator or source of the persuasion
* The actual persuasive appeal
* The target audience of the appeal

*Shark Tank* Persuasion

 Over the next three class periods, you will be working with a partner of your choice. Together, you will create/invent a new item. You may be as imaginative and creative as you would like with this --actually, the more, the better. The item your group creates has to have a purpose, and it must be an item that the general public would want to buy. With that item, you will construct a blueprint that will lead you to the ultimate showdown of persuasion: trying to persuade me, your teacher, along with a small group of your fellow classmates (the ‘sharks’) to buy your product using imaginary money. The groups that use the most persuasive techniques will then have their product bought. Their grades will reflect that.

Requirements:

* You must have an example of your product, whether it is a drawing or if it is actually created in real life.
* You must use persuasive techniques that we’ve gone over so far in class while taking notes.
* You must have some type of plan written out. For example, if you do a skit promoting your product, you must have the skit written out. This part will be handed in after you are out of the shark tank.
* You cannot do anything over-the-top. This means that nothing you present can be goofy. There is a difference between goofy and “catchy”.

Here are some tips and helpful reminders:

* Think basic. Sometimes the best inventions are the easiest to think of. If you can’t think of anything try adding an extension (make something better) to a product already created.
* Actual items brought to class will receive the most respect. Grades will reflect this.
* You are doing the project regardless, so you might as well put as much creativity into it as possible.
* Choose two people for your group that you know will take this project seriously, and that you can work well together with.
* The better organized you are and the more you plan ahead with your partners throughout this process will most likely result in a better grade.
* You may use technology for this product.

*Shark Tank* Persuasion Rubric

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ BLK: \_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| CATEGORY | **5 - Exemplary** | **4 - Effective** | **3 - Acceptable** | **2/1 - Emerging/Not Yet** |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Speaks Clearly** | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| **Vocabulary** | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| **Posture and Eye Contact** | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| **Volume** | Volume is loud enough to be heard by all audience members throughout the presentation. | Volume is loud enough to be heard by all audience members at least 90% of the time. | Volume is loud enough to be heard by all audience members at least 80% of the time. | Volume often too soft to be heard by all audience members. |
| **Content** | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Visuals E-5** | Student uses several highly effective visual, auditory, artistic, or technological mediums so that the ideas and information are clearly understood by a selected audience. | Student uses visual, auditory, artistic, or technological mediums so that the basic ideas and information are understood by a selected audience. | Student uses 1 visual which makes the presentation better. | Student does not use visual, auditory, artistic, or technological mediums to communicate ideas and information to a selected audience. |

*Shark Tank* Persuasion Rubric Continued . . .

Top three persuasive techniques used:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1) Effective(1) OR Ineffective(0)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1) Effective(1) OR Ineffective(0)
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(1) Effective(1) OR Ineffective(0)

Did group make a claim, or why someone should buy the product (a verbal topic sentence)? Teacher writes it below: (5 points)

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Was product bought? Yes(5) OR No(0)

If bought, for how much? $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total grade = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of **51**.

Teacher comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Note: Parenthesis on this page equals the amount of points possible for a given section.