

Using Motivated Sequence in Persuasive Speaking: The Speech for Charity

Virginia M. McDermott

Objective: To select a charitable organization to receive the class monetary donation

Type of speech: Persuasive

Point value: 100 points, which is 20% of course grade

Requirements: (a) References: 5; (b) Length: 5–7 minutes; (c) Visual aid: Yes; (d)

Outline: Yes; (e) Prerequisite reading: Chapter 15 (Lucas, 2001), Chapter 7 (McKerrow, Gronbeck, Ehninger, & Monroe, 2000); (f) Additional requirements: None

The five-step motivated sequence organizational pattern (i.e., attention, need, satisfaction, visualization, action) is an effective model for persuasive speaking, but students often select topics inappropriate for this format. This format, however, is perfect for trying to convince an audience they should do something such as give money to a charity. This speech gets students involved on an emotional as well as an academic level and encourages them to think of people other than themselves. This assignment also teaches students how to effectively persuade an audience that may have a different agenda.

Directions

1. Each student and the instructor donate \$3–\$5, depending on the size of the class. (This required donation should be stated on the course syllabus so students are aware of having to contribute.) Depending on the number of students enrolled in the course, the donation is usually between \$50.00 and \$75.00.
2. Each student should choose one charitable organization. An organization should not be chosen by more than one student.
3. Each student then writes a persuasive speech, using the motivated sequence organizational pattern. The purpose of the speech is to convince the class that the charity selected by the student deserves to receive the class donation.

Virginia M. McDermott, University of New Mexico. Email: ginnymcd@unm.edu

4. After all speeches are presented, the class votes for which charity most deserves the class donation. (The class period after all speeches have been delivered, each student should present an additional 1-minute persuasive appeal to remind all students what his or her charity was and the importance of the charity. Students should also write their names and organization on the board. After all the 1-minute speeches, students should vote for their top three choices. This way, even if a student picks his or her own charity, there will still be an equitable system to determine which charity receives the money. For each student, award the first place vote 3 points, the second place vote 2 points, and the third place vote 1 point. The organization with the highest total is the organization that receives the class donation. If a student was not in class to hear all the speeches, reduce the weight of his or her votes. For example, if a student was only present on 2 of 4 speech days, his or her vote should reflect attendance. Instead of this student's first place vote counting as 3 points, it should only count as 1.5 points, and so on.)
5. Announce the winner. Discuss what it was about that particular presentation that was especially persuasive.
6. Deliver the donation to the organization, being sure to write a letter to the organization indicating this donation is from the students at your school.

Debriefing

1. Who placed an organization other than their own in first place? Why?
2. Who did not vote for their own organization? Why?
3. What was it about the winning speech that was most convincing?
4. For those speeches that received few votes (Note: There are always several speeches, and the speakers have never been surprised or upset about not getting votes), what could the speakers have done to be more persuasive?
5. After doing all this work, how do you feel about your organization?

Appraisal

In the past, these persuasive speeches have been the best speeches of the semester. Invariably, students select charities and organizations they feel strongly about and are thus more motivated to do a good job. Surprisingly, students really vote for the best speech and topic, even if it is not their own speech. They judge the speech on the content of the argument and the persuasiveness of the appeal, and subsequently also learn about critical evaluation. Students also feel good at the end of the assignment, because they know the money they donated goes to a good cause.

References and Suggested Readings

- Lucas, S. E. (2001). *The art of public speaking* (7th ed.). New York: McGraw-Hill.
- McKerrow, R. E., Gronbeck, B. E., Ehninger, D., & Monroe, A. H. (2000). *Principles and types of speech communication* (14th ed.). New York: Addison-Wesley/Longman.

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