Choose a vulnerable or endangered bird, animal or plant from the Granite Belt region.

Write and present a **persuasive speech** that will inspire the reader to support or help protect this species.

Use the language features of a persuasive text to convince the readers that this creature must be saved and protected.

Your speech will contain:

* persuasive language features
* description and/or examples of features and behaviours that enable survival in its habitat
* facts about the species that support your viewpoint
* reason for its vulnerable or endangered status
* why it should be protected
* how the audience members can help

You may also include other areas of interest related to the plant, animal or bird.

**Resources:**

Fact Sheets

Websites

PowerPoint

Peers

Teacher

**PERSUASIVE SPEECH RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Knowledge and understanding** | **A** | **B** | **C** | **D** | **E** |
| Students examine how particular structural features and behaviours of living things enable their survival in specific habitats. | Student comprehensively examines the features and behaviour of a species which enables their survival in specific habitats with supportive detail and/or examples. | Student comprehensively examines the features and behaviour of a species which enables their survival in specific habitats with some detail and/or examples. | Student examines how particular structural features and behaviours of a species enables their survival in specific habitats. | Student identifies some structural features and behaviours of a species that enables it to survive in their habitat | Student is yet to grasp the structural features of a species that enable their survival in a habitat. |
| Students explain the importance of protection of species. | Student comprehensively explains the importance of protection of species with supportive detail, use of subject specific vocabulary and/or examples. | Student clearly explains the importance of protection of species with some supportive detail, and some use of subject specific vocabulary. | Student explains the importance of protection of species. | Student identifies the importance of protection of species. | Student is yet to grasp the importance of protection of species. |
| **Skills** | **A** | **B** | **C** | **D** | **E** |
| Students use the subjective language of persuasive text. | Student confidently, consistently and accurately uses subjective language of persuasive text. | Student confidently and with some accuracy uses subjective language of persuasive text. | Student uses subjective language of persuasive text. | Student sometimes uses subjective language of persuasive text. | Student does not use subjective language of persuasive text. |
| Students use language features of a persuasive text, including one point of view. | Student comprehensively uses language features of persuasive text, including a strong and inspirational viewpoint. | Student uses some language features of persuasive text, including a strong viewpoint., | Student uses language features of a persuasive text, including point of view. | Student sometimes uses language features of a persuasive text. | Student is yet to grasp the language features of a persuasive text. |
| Plan, create rehearse and deliver spoken persuasive speech.  AC9E5LY07 | Student has delivered a thoroughly planned, well-spoken persuasive speech, with well-constructed, comprehensive notes,  sequential and creative delivery of the argument and successful editing of the written copy. | Student has delivered a well-planned and well-spoken persuasive speech, with comprehensive notes, sequential delivery of the argument and mostly successful editing of the written copy. | Student has planned, created, rehearsed, and delivered a spoken persuasive speech. | Student has attempted to plan, create, rehearse and deliver aspects of a spoken persuasive speech. | Student has not demonstrated the skills required for implementing elements of a persuasive speech. |