

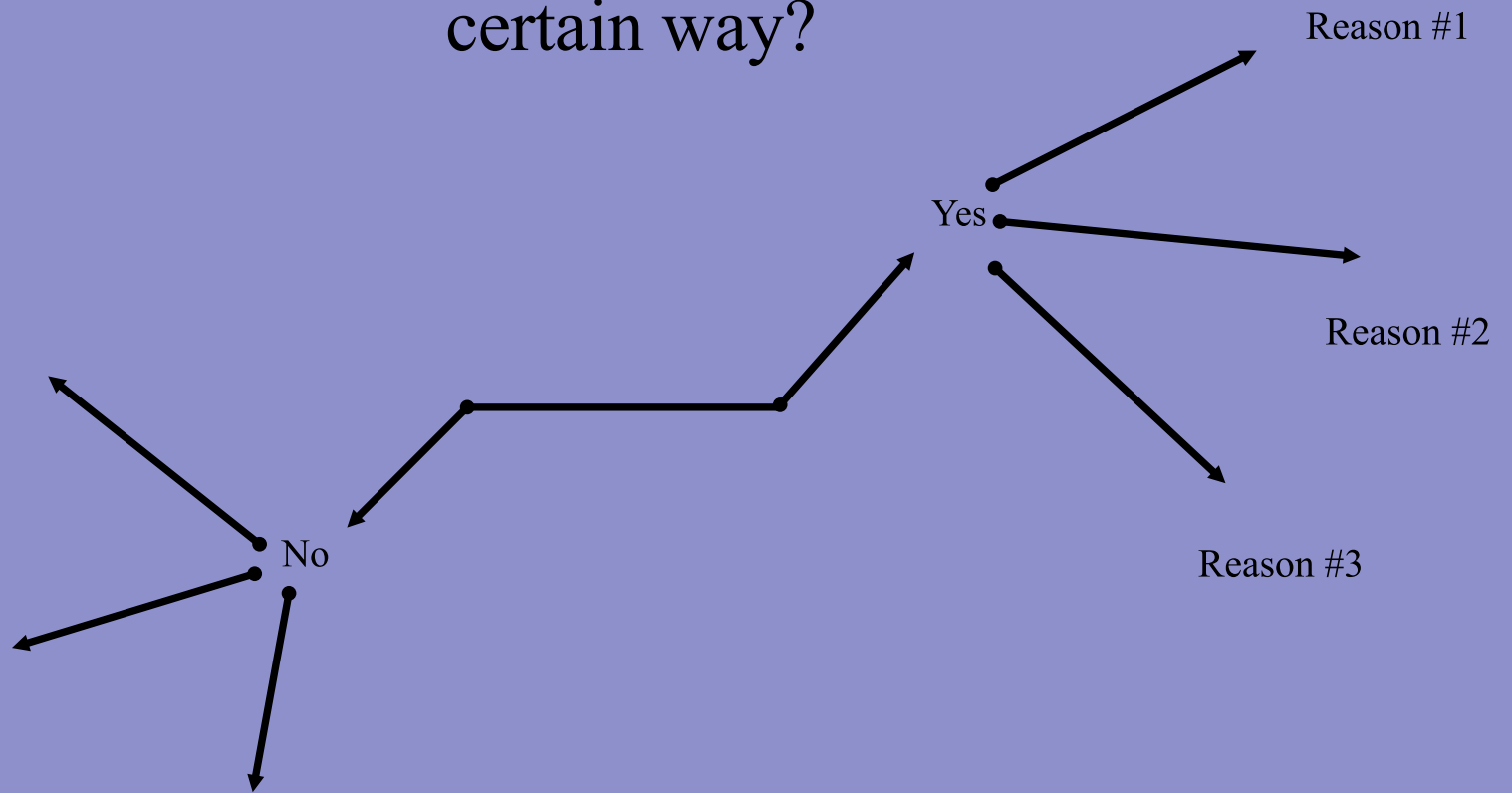
# Male Body Image

You will try to persuade  
someone to agree or  
disagree with you

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Fill in this chart on BOTH sides as the following slide are shown.

# Do men & boys feel pressure to look a certain way?



- \* 50% wanted to change their body.
- \* Changing eating patterns and exercise are both considered by the boys to make body changes.
- \* Exercise seems to be more frequently considered than change of eating habits.
- \* Losing weight and gaining weight are both major themes.
- \* The ultimate goal seems to increase muscle mass or tone.
- \* The younger boys tended to be more satisfied with their weight than the nine year olds.
- \* Heavier boys were less satisfied with their muscle tone and more likely to change eating patterns than the thinner ones.

Fill in your chart on BOTH sides.

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What did the video say about what boys do?

What is the unstated (implied) message to boys?

Who's 'voice' is missing?

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Fill in your chart on BOTH sides.

# What do you think?

Do men & boys feel pressure to look a certain way?

On the left hand side of the classroom is the 100% yes section. On the right hand side of the classroom is the 100% no section. Place yourself some place on the line. Using your chart, explain to the person beside you why you chose that area.

No  Yes

Probably no...      Not sure      Probably yes...

# Persuasive Writing Traits

## Introduction:

The introduction has a "hook or grabber" to catch the reader's attention. Some "grabbers" include:

1. Opening with an unusual detail: (Manitoba, because of its cold climate, is not thought of as a great place to be a reptile. Actually, it has the largest seasonal congregation of garter snakes in the world!)
2. Opening with a strong statement: (Cigarettes are the number one cause of lighter sales in Canada!)
3. Opening with a Quotation: (Elbert Hubbard once said , "Truth is stronger than fiction.")
4. Opening with an Anecdote: An anecdote can provide an amusing and attention-getting opening if it is short and to the point.
5. Opening with a Statistic or Fact: Sometimes a statistic or fact will add emphasis or interest to your topic. It may be wise to include the item's authoritative source.
6. Opening with a Question. (Have you ever considered how many books we'd read if it were not for television?)
7. Opening with an Exaggeration or Outrageous Statement. (The whole world watched as the comet flew overhead.)

# Persuasive Writing Traits

The introduction should also include a thesis or focus statement.

There are three objectives of a thesis statement:

1. It tells the reader the specific topic of your essay.
2. It imposes manageable limits on that topic.
3. It suggests the organization of your paper.

Through the thesis, you should say to the reader:

"I've thought about this topic, I know what I believe about it, and I know how to organize it."

# Persuasive Writing Traits

## The Body:

The writer then provides evidence to support the opinion offered in the thesis statement in the introduction. The body should consist of at least three paragraphs. Each paragraph is based on a solid reason to back your thesis statement. Since almost all issues have sound arguments on both sides of the question, a good persuasive writer tries to anticipate opposing viewpoints and provide counter-arguments along with the main points in the essay. One of the three paragraphs should be used to discuss opposing viewpoints and your counter-argument.

# Persuasive Writing Traits

Elaboration: Use statistics or research, real-life experiences, or examples.

- \* Generating hypothetical instance: Used particularly when creating an argument and you want the reader to see a different point of view. Use cues for the reader. (eg.: suppose that, what if...)

- \* Clarifying a position: Think about what needs to be explained and what can be assumed.

- \* Thinking through a process: Think through the procedure from start to finish. Most often the sentence will begin with a verb. Provide background information a reader may need. Illustrate whenever appropriate. Define special terms used. Use cues for the reader. (e.g...: first, second, next, then etc.)

- \* Drawing comparisons: Choose something similar to what is being explained. Use one of two patterns: Opposing or Alternating. End with a conclusion. Use cues for the reader.

- \* Making an analysis: You can analyze a problem by looking at the parts and therefore help the reader to understand.

- \* Drawing an analogy: Use an analogy to explain or elaborate and idea by identifying significant likenesses between two objects or ideas when otherwise they are quite different. This is helpful when the comparison is made to something that is familiar to the reader.

- \* Generating hypothetical instance: Used particularly when creating an argument and you want the reader to see a different point of view. Use cues for the reader. (e.g...: suppose that, what if...)

# Persuasive Writing Traits

## The Conclusion:

A piece of persuasive writing usually ends by summarizing the most important details of the argument and stating once again what the reader is to believe or do.

1. Restate your thesis or focus statement.
2. Summarize the main points: The conclusion enables your reader to recall the main points of your position. In order to do this you can paraphrase the main points of your argument.
3. Write a personal comment or call for action. You can do this:
  - \* With a Prediction: This can be used with a narrative or a cause and effect discussion. The conclusion may suggest or predict what the results may or may not be in the situation discussed or in similar situations.
  - \* With a Question: Closing with a question lets your readers make their own predictions, draw their own conclusions.
  - \* With Recommendations: A recommendations closing is one that stresses the actions or remedies that should be taken.
  - \* With a Quotation: Since a quotation may summarize, predict, question, or call for action, you may use a quotation within a conclusion for nearly any kind of paper.

# Persuasive Writing Traits

## I. Introduction:

1. Get the readers attention by using a "hook."
2. Give some background information if necessary.
3. Thesis or focus statement.

## II. First argument or reason to support your position:

1. Topic sentence explaining your point.
2. Elaboration to back your point.

## III. Second argument or reason to support your position:

1. Topic sentence explaining your point.
2. Elaboration to back your point.

## IV. Third argument or reason to support your position:

1. Topic sentence explaining your point.
2. Elaboration to back your point.

## V. Opposing Viewpoint: (This is optional, however highly recommended, so that the reader will know you have considered another point of view and have a rebuttal to it.)

1. Opposing point to your argument.
2. Your rebuttal to the opposing point.
3. Elaboration to back your rebuttal.

## VI. Conclusion:

1. Summary of main points or reasons
2. Restate thesis statement.
3. Personal comment or a call to action.

Write,  
Conference,  
Revise,  
Edit,  
Publish



Find a partner  
and  
share  
share  
share!