

*sample - all sentences persuasive.
outline about block scheduling*

I. INTRODUCTION

- A. Picture it – you are selecting your classes for junior year.
- B. After you have filled in your requirements: English, government, economics, science, and math, you have two hours open for three electives.
- C. What do you choose: Spanish III, Auto CAD, Web Design, or AP U.S. History?
- D. Why do you have to make this decision?
- E. This scenario was a reality at FHS 5 years ago, and to solve the problem, the staff investigated an alternate schedule that would allow students to take 7 academic classes.
- F. The result is the current alternate day/block schedule.
- G. Has the experiment been a success?
- H. Many people think not and would like to change back to a traditional schedule.
- I. I'm not one of those people.
- J. Fraser's alternate day schedule is a better way to teach and students to learn.

OPINION STATEMENT →

II BODY

Reason #1

The first reason block scheduling is good is because...
A. The switch to block scheduling has saved elective classes.

Facts to support

- 1. Business Department
 - a. Two teachers before\ five teachers after
 - b. Addition of classes in computer training
 - c. Thriving co-op/internship program
- 2. Foreign Language Department
 - a. Addition of a 3rd language – German
 - b. More students now take two languages
 - c. More students complete all 4 years of study
- 3. Music Department
 - a. Students can now take both band and choir.
 - b. Students can take multiple band or choir classes.

Reason #2

The next reason I believe it's positive is because...
B. The switch to block scheduling has changed the climate of the building.

Facts

- 1. Smoking suspensions have decreased.
 - a. Show visual aid overhead.
- 2. Fighting suspensions have decreased.
 - a. Show visual aid overhead.
- 3. Fewer classes each day and more time in the halls have lead to a calmer atmosphere.

Reason # 3

A third reason we should keep block scheduling is because...
C. Block scheduling introduced seminar class.

Facts

1. Allows for time to get extra help in difficult classes.
2. Allows for time to make-up work from absences.
3. Allows time for students to do their work in study groups.
4. Fewer interruptions to academic classes.
 - a. Pep assemblies
 - b. College visits
 - c. Club meetings
 - d. MEAP testing
5. Mentoring for 4 years

Address the opposition

E. Critics point out problems with the block.

1. It's too long to sit in one class

- a. Teachers should change the way they teach.
- b. Movement should be part of every class.
- c. Variety of lessons

2. Students miss out on learning if they don't meet in a class every day.

- a. Drill skills every day vs. deeper, applied learning activities
- b. Research shows that deeper, applied learning is better.

3. Seminar is a waste of time.

- a. Some students waste time and take advantage of seminar freedom, but majority don't
- b. Better to fix problems rather than eliminate them entirely
- c. No seminar means more interruptions, less tutor time and make-up assignments

then

refute the opposition

III. CONCLUSION

- A. After four years of block scheduling, it's easy to conclude that more good has occurred than harm.
- B. The problems – there are problems with every kind of scheduling – can be worked on an improved.
- C. You will be leaving FHS soon and, as the first class to graduate who have had 4 years of block scheduling, your opinion is valuable.
- D. Talk to your teachers, write a letter to the Restructuring Committee, the principal, or the school board giving your view and your experience.
- E. With your help, we can continue to offer a wide variety of classes to students in a productive environment.

Call to action