

The Three Pillars of

Persuasion

Students (distractions, more difficult to study, daydreaming, procrastination, stress, dopamine addiction, doom scrolling)

Political, economic, social, technological, legal, environmental



Are smartphones making us children dumber?

-addicted, lower attention spans

The Core Elements

Before we craft sophisticated arguments, we must master the fundamental trio that makes persuasion effective:

1. Ethos (Credibility)
2. Logos (Logic)
3. Pathos (Emotion)

AS MANY POINTS AS POSSIBLE

Chained, imprisoned

Stakeholder analysis (groups affected),

PESTLE ANALYSIS

PAINFUL EMOTION
PAINFUL SCENES
CARICATURES



Tethered, engulfed, bewitched, echo chambers of digital nonsense, manipulated by invisible puppet masters

Deep Dive: The Three Pillars

Building Ethos (Credibility)

Your argument must show that you're trustworthy and knowledgeable.

Key Components:

- Expert opinions
- Relevant research
- Personal experience when appropriate
- Acknowledgment of opposing views

Example Development:

Basic: "Doctors say smoking is bad."

Enhanced: "According to Dr Sarah Chen, lead researcher at the Australian Heart Foundation, smoking damages nearly every organ in the body."

Advanced: "Research from the Australian Heart Foundation, led by cardiovascular expert Dr Sarah Chen, reveals that smoking impacts not just the lungs, but virtually every organ system. This comprehensive study, conducted over five years with 10,000 participants, demonstrates conclusively that even occasional smoking significantly increases health risks."

WHEN CONFUSED, DESCRIBE

Deep Dive: The Three Pillars

3 JUICY POINTS- PEOS

Establishing Logos (Logic)

Your argument must follow clear, rational progression.

Key Components:

- Clear cause-and-effect relationships
- Statistical evidence
- Logical sequence
- Valid conclusions

POINT / EXAMPLE /
EVIDENCE
CONSEQUENCE
SOLUTION

Real / hypothetical



SHOULD SCHOOL START LATER?

Example Development - Topic: School Start Times

Basic Logic Chain:

Teenagers need sleep → Early starts prevent sleep → Early starts are bad

Enhanced Logic Chain:

Teenage brains require 8-10 hours sleep

Current school times force early wake-ups

Students average only 6.5 hours sleep

Sleep deprivation impacts learning

Therefore, later start times would improve education

Advanced Logic Chain:

Scientific Evidence:

- Teenage brains produce melatonin (sleep hormone) later at night
- Peak alertness occurs 2-4 hours later than adults

Current Impact:

- 70% of Australian teenagers are chronically sleep-deprived
- Academic performance drops by 30% when sleep-deprived
- Mental health issues increase by 45%

Academic performance decreases, focus decreases, willpower decreases, short tempered, mental issues increase, ability to socialise decreases, more likely to be distracted,

CREATIVITY
(blocks of learning
at school) less

school time -
creative pursuits
(mind is fresh)



EXAMPLES (art,
music, coding,
sport, interests,
robotics)



Causal Connection:

- Early start times directly conflict with biological needs
- Forced wakefulness during natural sleep periods disrupts learning



Solution Logic:

- Later starts align with teenage biology
- Improved alertness leads to better learning outcomes
- Better sleep patterns reduce health issues



Conclusion:

Later start times would optimise learning conditions and improve student wellbeing

CONSEQUENCES
-self sufficient, interests
and hobbies aligned
with self-interest,
motivated...

Deep Dive: The Three Pillars

Developing Pathos (Emotional Appeal)

Your argument must connect with readers' feelings and values.

Key Components:

- Personal stories
- Vivid imagery
- Emotional language
- Relatable scenarios



Example Development - Topic: Animal Testing

Basic Emotional Appeal: "Animals suffer in labs. They feel pain like we do."

Enhanced Emotional Appeal: "Imagine being locked in a small cage, scared and alone, subjected to painful tests without understanding why. This is the daily reality for thousands of laboratory animals."

Advanced Emotional Appeal: "In sterile laboratories across our nation, creatures who share our capacity for fear, pain, and loneliness endure endless days of confusion and suffering. These sentient beings - who form friendships, dream during sleep, and experience joy just as we do - live lives defined by metal bars and latex-gloved hands. Each morning, they wake to the same fluorescent lights, the same antiseptic smells, and the same looming question: will today bring more pain? This isn't just about statistics or science - it's about our moral obligation to those who cannot speak for themselves."



Integrating the Three Pillars



The Art of Balanced Persuasion

The Triangle Technique

Learn to weave Ethos, Logos, and Pathos together in single paragraphs:

Basic Integration: "Smoking kills people (logos). Doctors say it's dangerous (ethos). Think about families who lose loved ones (pathos)."

Enhanced Integration: "Medical research shows that smoking claims 15,000 Australian lives annually (logos). As Dr James Wilson, head of Respiratory Medicine at Sydney Hospital, explains, 'Each cigarette reduces life expectancy by 11 minutes' (ethos). Behind these statistics are children who will never see their grandparents, spouses left alone, and dreams cut tragically short (pathos)."

Advanced Integration: "The Australian Institute of Health and Welfare's latest research reveals a devastating truth: smoking-related diseases claim a life every 35 minutes in our nation (logos). Professor Sarah Chen, who has spent two decades studying tobacco's effects at Melbourne University, describes watching patients struggle for breath as 'witnessing a slow-motion tragedy that could have been prevented' (ethos). In hospitals across our country, families gather around bedsides to say goodbye to loved ones, their grief amplified by the knowledge that these precious final moments didn't have to come so soon (pathos)."

Practice Exercise: The Pillar Blend

Topic: "Should Schools Have Longer Lunch Breaks?"

Students write three versions of an argument, each emphasizing a different pillar while incorporating elements of the others:



1. Ethos-Dominant Version

"Research from the Australian Education Foundation demonstrates that extended lunch breaks correlate with improved afternoon academic performance. Dr Emma Thompson, a leading child development expert at the University of Sydney, explains that active play during adequate breaks is crucial for cognitive development. Her recent study of 50 Australian schools found that those with 45-minute lunch breaks saw a 30% reduction in afternoon behavioural issues compared to schools with traditional 30-minute breaks."



2. Logos-Dominant Version

"Consider the mathematics: A 30-minute lunch break provides only 15 minutes of actual free time after queuing for food and finding a place to sit. Physical activity requires at least 20 minutes to yield cognitive benefits, according to health guidelines. Therefore, students in schools with short breaks cannot achieve the minimum recommended activity levels. This deficit accumulates, resulting in approximately 100 lost hours of potential physical activity per school year."

**Me waiting for
lunchtime**



3. Pathos-Dominant Version

"Watch any school playground during a rushed lunch break: children wolfing down their food, barely tasting it, eyes anxiously watching the clock. These precious moments of childhood - when friendships form, imaginations soar, and bodies recharge - are being sacrificed to rigid schedules. Every shortened lunch break represents another missed opportunity for a child to simply be a child, to laugh freely, to play without watching the clock, to develop the social bonds that make school more than just a place of learning."

When you're on your lunch break considering not going back



Advanced Application: The Ripple Method

Learn to start with one pillar and gradually incorporate the others:

Example: Topic - "Protecting Native Wildlife"

First Wave (Start with Pathos): "In the heart of our bushland, a tragedy unfolds as native creatures face extinction, their homes vanishing beneath bulldozers and their future growing dimmer with each passing day."

Second Wave (Add Logos): "This crisis isn't mere sentiment - Australian wildlife populations have plummeted by 30% in the past decade alone, with urban development claiming over 100,000 hectares of critical habitat annually."

Third Wave (Complete with Ethos): "Leading conservationists at the Australian Wildlife Foundation warn that without immediate intervention, species like the koala could vanish from the wild within our children's lifetime. Their comprehensive study, published in the Journal of Conservation Biology, outlines the urgent need for expanded wildlife corridors and stricter development regulations."

Foundation Blocks

Every persuasive piece needs these essential elements:

1. Clear Position

- What you believe
- Why it matters
- Who it affects

1. Strong Evidence

- Facts and figures
- Expert opinions
- Real-world examples

1. Logical Flow

- Clear connections
- Cause and effect
- Progressive development

Building Strong Foundations



Example Development: Full Paragraph Construction

Topic: "Should Junk Food Be Banned from School Canteens?"

Stage 1: Position Statement

Basic: "Schools shouldn't sell junk food."

Enhanced: "School canteens must prioritise student health over convenience and profit."

Advanced: "The presence of junk food in school canteens represents a fundamental contradiction: institutions dedicated to developing young minds while simultaneously undermining young bodies."

Stage 2: Evidence Integration

Basic: "Junk food makes kids unhealthy and unable to learn properly."

Enhanced: "Studies show that students consuming high-sugar foods during school hours experience a 30% decrease in afternoon concentration levels."

Advanced: "Research from the Australian Dietary Foundation reveals disturbing correlations: schools with unrestricted junk food access report 45% higher rates of afternoon behavioural issues, 30% lower test scores in final-period classes, and a 25% increase in obesity rates compared to schools with healthy food policies."

Stage 3: Full Paragraph Assembly

Basic Construction: "Schools shouldn't sell junk food. It's bad for students' health and learning. Studies show it affects concentration. Kids need healthy food to learn better. Some schools have already banned junk food and seen good results."

Enhanced Construction: "School canteens must prioritise student health over convenience and profit. Research shows that students consuming high-sugar foods experience significant drops in afternoon concentration levels. Additionally, schools with junk food in their canteens report higher rates of obesity and behavioural issues. Several Australian schools that have implemented healthy food policies have seen marked improvements in both academic performance and student wellbeing. The evidence clearly supports removing junk food from school environments."

Advanced Construction: "The presence of junk food in school canteens represents an alarming contradiction: institutions dedicated to developing young minds while simultaneously undermining young bodies. Research from the Australian Dietary Foundation reveals disturbing correlations: schools with unrestricted junk food access report 45% higher rates of afternoon behavioural issues, 30% lower test scores in final-period classes, and a 25% increase in obesity rates compared to schools with healthy food policies. Dr Sarah Thompson, leading childhood nutrition expert at Melbourne University, emphasises that food choices during school hours significantly impact not just immediate learning capacity but also long-term dietary habits. 'When we stock school canteens with processed foods high in sugar and low in nutrients,' she explains, 'we're not just selling snacks - we're selling a lifetime of poor food choices.' The successful implementation of healthy food policies in schools across Victoria demonstrates that positive change is both possible and profoundly beneficial, with participating schools reporting improved academic performance, reduced behavioural incidents, and increased student engagement in afternoon classes."

Core Skills Assessment



Students should demonstrate ability to:

1. Identify Pillars

- Recognise Ethos, Logos, and Pathos in example texts
- Explain how each pillar strengthens arguments

1. Construct Arguments

- Build clear position statements
- Support positions with relevant evidence
- Create logical progression of ideas

1. Integrate Elements

- Combine multiple persuasive techniques
- Balance emotional and logical appeals
- Maintain credibility while engaging readers

1. Develop Ideas

- Progress from basic to sophisticated expression
- Adapt writing style to audience
- Create compelling calls to action