

# LESSON PLAN



**LEARNING TARGET:** Identify persuasive writing techniques. Write a persuasive letter.

**LEARNING OUTCOMES:** Able to use a variety of written language when writing to persuade people.

**GLOBAL DIMENSION CONCEPT/S INCLUDED:** CONFLICT RESOLUTION / **SOCIAL JUSTICE** / VALUES & PERCEPTIONS / SUSTAINABLE DEVELOPMENT / INTERDEPENDENCE / **HUMAN RIGHTS** / DIVERSITY / **GLOBAL CITIZENSHIP**

## CURRICULUM

### En3 Writing

**9 c)** to persuade, focusing on how arguments and evidence are built up and language used to convince the reader

## RESOURCES

The supporting PowerPoint for this lesson can be downloaded from our website at [www.worldleprosyweek.org](http://www.worldleprosyweek.org) under Free lessons Key Stage Two

## KEY WORDS

Persuade  
Emotive  
Factual  
Rhetoric  
Adjectives  
Verbs  
Statistics  
Statement  
Time Connectives

## LESSON ACTIVITIES

### Teacher's Notes

This lesson can be linked to the Numeracy and PSHE lessons. It is unlikely you will be able to cover all the material in one lesson. However, please feel free to select the material most appropriate for your class or spread it over additional lessons. There is also a template for Activity One available on the PowerPoint.

### Introduction

Share with the children that it is World Leprosy Week (26 – 30 January). This year The Leprosy Mission is focusing on a project in Chanchaga. The people in Chanchaga need your help to write a persuasive letter to the Nigerian government asking for money to help build houses, schools and provide safe drinking water.

Before we can help them, we need to learn the skills of persuasion and in particular how to write a persuasive letter.

Have you ever tried to persuade someone to do something before? Maybe you have tried to persuade your parents to buy you some sweets! Turn to a partner and share how you tried to persuade the person to do what you wanted. Share a couple of stories with the whole class. Did they succeed? Why?

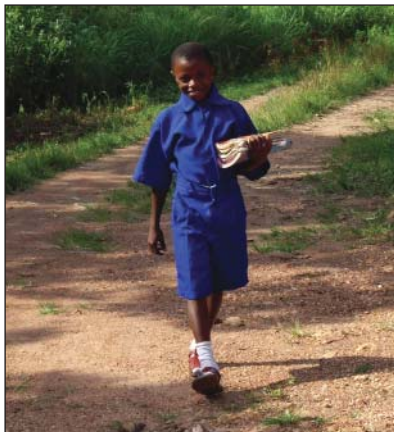
Now let's look at persuasive writing. Persuasive writing puts forward a point of view and attempts to get the reader to agree with it. For example:

"I am the best football player in the class. This is true because I scored the most goals last week!"

Ask a child to underline the point of view. Now ask another child to read out how the writer has started to try and persuade their reader. Also highlight that they have justified why they are the best footballer.

Let's now look at some of the language a persuasive letter should use:

- written in the present tense
- includes emotive language
- includes rhetorical questions
- makes your opinion sound like it is a fact
- uses powerful adjectives and verbs
- uses statistics and facts that help your argument
- uses logical cause and effect connectives



How should it be structured?

- start the letter with your statement / point of view and remember it needs to immediately catch the reader's interest / attention
- explain your position on the issue being covered
- the heart of the letter includes arguments that support your initial statement
- end with a summary

Let's look at an example text concerning pocket money and see if we can identify some of the elements mentioned.

You should **raise** my pocket money. **Everyone else in my class is given far more pocket money than me.** John Smith receives a whole **£3 more than me** which is **dreadfully** unfair. If you gave me **£3 more I could save up** for a new **PlayStation 3** game (for Christmas). It is also important to highlight that you have not raised my pocket money allowance for three years! Jo, who is in the top set for Maths, said that because you have not raised it inflation means I cannot buy as much. I am not quite sure what inflation is, but it does not sound good. I am willing to do more chores around the house, if I really have to. **Also, if you really love me,** you would seriously think about giving me more money. **Finally** you have to ask yourself, **is my allowance really fair?**

Highlight each area in the following colours.

Present tense (green) / Emotive language (red) / Rhetorical questions (blue) / Fact (pink) / Powerful adjectives and verbs (orange) / Statistics (grey) / Logical cause and effect connectives (grey)

### Activity One

Explain that using our knowledge of writing a persuasive letter we are going to help the people of Chanchaga to ask the Nigerian government for more money. Look at the PowerPoint to see their story. They need the money for:

- new classrooms
- school books
- school uniforms
- better houses
- new roads

You can print a writing frame (on PowerPoint file) to help the children structure their persuasive letter.

### Activity Two

Ask the children to swap the letters with a partner. Using the colours, used earlier, ask them to highlight the emotive language, rhetorical questions etc.

Did anyone manage to include all the language features in their letter?

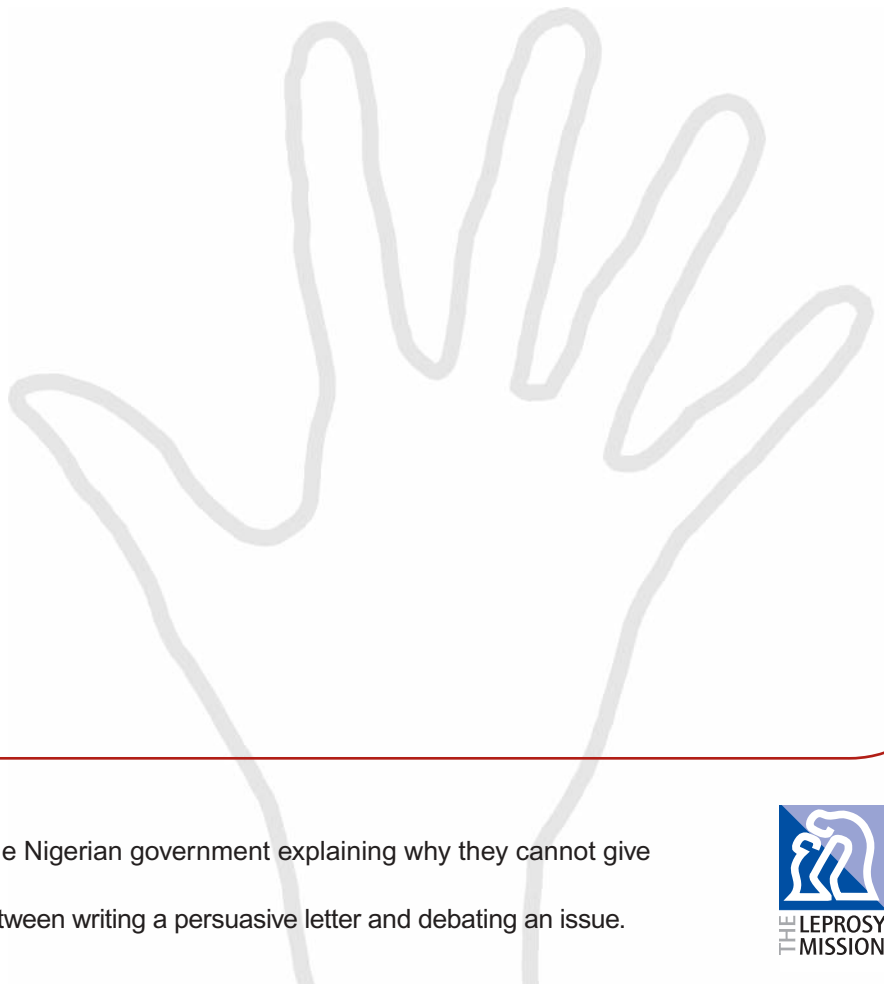
### Plenary

Explain to the children that we are going to have an oral debate using the persuasive words we have just written. Tell the children that a village meeting has been arranged and government officials are going to attend to debate their request with them.

Choose a group to work together to represent the Nigerian government. Explain that they are going to have to argue why they cannot give any money. Some ideas could be:

- We don't have enough money because we are a poor country
- There are other villages that need the money more
- How do we know you are going to spend the money on what you say?

Ask them to sit at the front of the class and look very official. Now tell the rest of the children that they are the villagers and they have to persuade these officials to give them the money. You could also have another child (more able) to sit on the side and listen. They need to decide which group wins the debate and to pick out particular persuasive words they used to help win the debate.



### EXTENSION WORK:

- Write a persuasive letter back from the Nigerian government explaining why they cannot give any money.
- Discuss similarities and differences between writing a persuasive letter and debating an issue.