

Persuasive writing

Lesson plan		
Learning objectives:	To understand and apply persuasive techniques in writing.	
Lesson objective:	To plan and begin a persuasive piece that would / could be suitable for the Coursework Portfolio (Component 3).	
Vocabulary:	Persuade FEETCRRAMPSS (fact / emotive / exaggeration / tone / command / rhetorical question / repetition / alliteration / magic three / personal pronoun / statistics / short sentence).	
Previous learning:	None	
Plan		
Activities		Resources
Beginning (5–10 mins)	<p>Persuasion Game: would you buy this? Objective here is to see which persuasive devices learners naturally use and are comfortable with.</p> <p>Show learners an unusual or everyday object (e.g. a paperclip, an apple, or a hat) – either the real thing or a picture on the board.</p> <p>In pairs, learners have two minutes to come up with a 30-second pitch to convince the class that this is the most amazing, must-have product ever. They can make a few notes and discuss.</p> <p>Let a few pairs present their pitches to the class.</p> <p>After each pitch lead discussion:</p> <ul style="list-style-type: none">What persuasive techniques did they naturally use? (e.g. exaggeration, emotional appeal, rhetorical questions, direct address, etc.)	PowerPoint presentation slides. Images on slides or use real objects
Middle (50 mins)	<p>Explicit Teaching (10 minutes).</p> <p>Go through key persuasive techniques on the board with examples:</p>	PowerPoint slides.

Lesson plan

FEETCRRAMPSS: facts/emotive language/exaggeration/tone/commands/rhetorical question/repetition/alliteration/magic three/personal pronouns/statistics/short sentences.

Can they identify the devices in the example – annotate (could be printed for learners).

Discuss GAP identification in task: (genre/audience/purpose) while you introduce the task: writing a persuasive text for coursework (topic to be chosen). Topic example on slide or introduce own choice.

Group planning activity (10 minutes)

In small groups, give learners a statement/text to respond to (e.g., 'Social media does more harm than good.').

Start by identifying the key points in the text's opinions.

Share a few plans with the class for feedback/discussion. Centralise the list of ideas on the board.

They can now work in pairs to evaluate the ideas and come up with counter ideas.

Individual writing time (20 minutes)

Learners begin writing their own persuasive piece based on the preprepared task. Or, you could use a new prompt and get learners to go through the thinking and planning phase on their own. Ideas for other task prompts:

Encourage the use of FEETCRRAMPSS techniques.

Circulate, give development feedback, and notes strengths/targets.

Speech text.

Planning template 1

End (5–10 mins)

Reflect on techniques used and build confidence in persuasive speech.

Learners swap their work with their peer review partner and follow the review directions on the slide.

Learners can then spend a few mins reading their feedback and responding.

Recap the FEETCRRAMPSS techniques on the board and check which ones were most used/least used.

Lesson plan

Additional Information

Differentiation

Planning tables and writing frame to get learners writing.

Some learners will be able to write more of the formal independent writing task.

Some learners could replan another persuasive task to write up ideas.

Assessment

Circulate giving development feedback while learners are working.

Reflection and evaluation

Reflection:

Were the lesson objectives realistic?

What did the learners learn today?

What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings?

What changes did I make from my plan and why?

Summary evaluation

What two things went really well? (Consider both teaching and learning.)

1.

2.

What two things would have improved the lesson? (Consider both teaching and learning.)

1.

2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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