

Lesson Plan

Session 1 (1 hour 20 mins)

Lesson Objective:

Students should be able to:

1. write using different persuasive devices.

Lesson Stage	Procedures	Rationale
Set Induction (6-7 mins)	<ol style="list-style-type: none"> 1. Get 2 mobile phones of different models/brands from any students. 2. Get 2 volunteers to advertise the phones (one volunteer one phone) for no longer than 2 minutes. <p><u>Alternative:</u> Before the lesson, ask 2 students to record themselves (no longer than 2 minutes) advertising a phone. Show the videos in class.</p>	<ul style="list-style-type: none"> - To stimulate interest
Presentation (15 mins)	<ol style="list-style-type: none"> 1. Ask students to decide the more effective advertisement/speech, and why. 2. Ask about the features in the more effective advertisement/speech. 3. Introduce the concept of a persuasive writing/speech. 4. Develop a set of criteria of an effective persuasive speech (tone, style, model verbs, signpost etc.). 5. Introduce the AFOREST persuasive writing framework. 	<ul style="list-style-type: none"> - Get students to identify an effective speech - Introduce a framework to guide students' understanding and writing of a persuasive speech
Controlled Practice (30 mins)	<ol style="list-style-type: none"> 1. Show students 3 video clips (only the selected parts): <ol style="list-style-type: none"> i. Emma Watson's speech ii. TED Talk by Adora Svitak iii. 'I have a dream' by Martin Luther King Jr. 2. Discuss each speech to talk about the audience and setting, and how these factors influence the speakers' style and tone. 3. Discuss each speech and pick out the persuasive devices used. 4. TASK 1 – distribute the transcript of 	<ul style="list-style-type: none"> - Develop students' understanding of the importance of knowing the audience in planning a speech - Check students' understanding of the use of persuasive devices

	Martin's speech and get students to work in groups to identify the different persuasive devices in the speech.	
Further practice 30 mins	<ol style="list-style-type: none"> TASK 2 – get students to write a speech arguing why students should be allowed to use mobile phones in school. Remind students to use the persuasive devices introduced. Distribute an assessment rubric (teachers can also develop a rubric with students). Get volunteers to deliver their speeches. Peer evaluation using the rubric assessment, encourage students to share their evaluation. 	- Check students' ability to write a persuasive speech using persuasive devices
Closure (5 mins)	<ol style="list-style-type: none"> Get students to think about the difficulties they face in planning and writing their speech, and suggest ways to improve them. 	- Promote reflective learning

Session 2 (40 minutes)

Lesson Objective:

Students should be able to:

- know the four models of persuasive writing: (i) Monre's motivated sequence, (ii) problem/solution, (iii) comparison and (iv) using the negative to persuade
- write a persuasive writing using one of the models

Lesson Stage	Procedures	Rationale
Presentation (15 mins)	<ol style="list-style-type: none"> Get students to review the concept and purposes of persuasive writing. Remind students that the primary aim of a piece of persuasive writing is to persuade a reader to adopt a certain point of view or to take a particular action. Introduce four models in persuasive writing. 	- To activate students' background knowledge



<p>Controlled Practice (30 mins)</p>	<ol style="list-style-type: none">1. TASK 1 – divide students into 4 groups (flexible – depends on how large the class is).2. Assign each group a persuasive writing model.3. Distribute students an extracted transcript of 'I have a dream', and get students to modify the transcript to fit the model assigned to them.4. Demonstrate the task before students work on the task.5. Peer assessment and feedback	<p>- To develop students' creativity</p>
<p>Closure (5 mins)</p>	<ol style="list-style-type: none">1. Get students to talk about when each model should be used.	