

## Lesson 7: Persuasive techniques

### Curriculum links

<b>Key concepts</b>	<b>1.1 Competence</b> b Reading and understanding a range of texts	<b>1.4 Critical understanding</b> a Engaging with ideas and texts, understanding and responding to the main issues
<b>Key processes</b> <b>2.2 Reading</b>	<b>1 Understand how writers' uses of language and rhetorical, grammatical and literary features influence the reader</b> a Extract and interpret information, events, main points and ideas from texts j Understand how texts are crafted to shape meaning and produce particular effects k Understand how writers structure and organise different texts, including non-linear and multimodal	
<b>Range and content</b> <b>3.2 Reading</b>	<b>The texts chosen should be:</b> c Challenging, using language imaginatively to create new meanings and effects, and encouraging pupils to try such writing for themselves <b>The range of non-fiction and non-literary texts studied should include:</b> h Forms such as journalism, travel writing, essays, reportage, literary non-fiction and multimodal texts including film i Purposes such as to instruct, inform, explain, describe, analyse, review, discuss and persuade	

### Framework substrands and APP links

Strand	5 Reading for meaning	6 The author's craft
<b>Substrand</b>	<b>5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts</b>	<b>6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning</b>
<b>APP links</b>	<b>AF2 AF3 AF6</b>	<b>AF5</b>
<b>Level 4</b>	<i>Identify and understand the main purpose of a text</i>  <i>Make a personal response with some reference to the text</i>	<i>Identify and describe the effect of writers' use of literary and grammatical features</i>  <i>Recognise and comment on how writers' choices have an effect on readers</i>
<b>Level 5</b>	<i>Trace the development of writers' ideas, viewpoints and themes in different texts</i>  <i>Respond to a text by making precise points and providing relevant evidence</i>	<i>Explore the range, variety and effect of literary and grammatical features</i>  <i>Recognise and comment on how writers' language has an effect on readers</i>
<b>Level 6</b>	<i>Analyse and respond to ideas, viewpoints and themes in a variety of texts</i>  <i>Build an interpretation of a whole text, recognising links between ideas, themes or characters and support with evidence and explanation</i>	<i>Analyse writers' use of literary and grammatical features and their effects</i>  <i>Consider the impact of language choices on different readers</i>
<b>Other substrands covered</b>	<b>3 Group discussion and interaction</b> <b>3.1 Developing and adapting discussion skills and strategies in formal and informal contexts (Speaking and listening AF1, AF3, AF4, AF6)</b>	

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### Resources

#### Main lesson stimulus

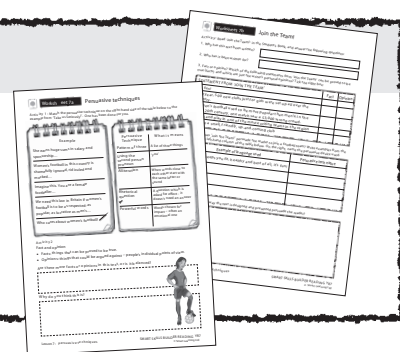
'Take us Seriously!'  
(Student's Book p 11)

'Join the Team!'  
(Student's Book p 12)

#### Worksheets

*Worksheet 7a:*  
Persuasive techniques

*Worksheet 7b:*  
Join the Team!



### Teaching progression

#### Starter

Ask students, in pairs, to list as many famous footballers as they can think of. Then ask them to list as many famous women footballers as they can (they may not come up with any at all!).

Compare the lists. Ask students why they think women's football is not as popular as men's. Possible responses may include 'because it's not on TV as much' – and more controversially, 'women can't play as well'. This should cause some heated classroom debate!

#### Main/development

Ask students to read '*Take us Seriously!*' Ask students to discuss their reactions to the text in pairs and feed back to the class.

Then direct students to complete Activity 1 on *Worksheet 7a*, matching persuasive techniques to examples from the text.

Take feedback. Discuss how persuasive pieces may contain bias – as the piece may favour the writer's personal opinions. Students can then complete Activity 2 on *Worksheet 7a* to record their ideas.

Without referring to their books, ask students to suggest some ways in which they might persuade girls to join a football team. Encourage them to think about their target audience – teenage girls. How might teenage girls be persuaded to take part in football? Write ideas on the board.

Then direct students to read '*Join the Team!*' in the Student's Book, a leaflet encouraging girls to join a football team. Ask them if they think the text is successful. Does it use any of the techniques they thought of? Could they add any others?

Students should then use *Worksheet 7b* to explore the persuasive devices used in the leaflet.

#### Plenary

Put students in pairs and ask them to decide which of the two texts is more effective, and why. Feed back ideas to the whole class. Encourage more able pupils to expand on and justify their ideas.

#### Homework/extension work

Take five minutes to ask students why netball is perceived as a girl's sport. How might boys be persuaded to play? Students could write a persuasive leaflet to get boys to join a boys' netball team.

### Curriculum opportunities

#### 4.2 Reading

##### a Develop independence in reading

Encourage students to read short novels with football or sport as their main theme. Some examples include: '*Football Crazy*', Colin McNaughton, Mathew Price, 2006; '*Football Fever*' and '*Goal!*', both by Alan Durant, Macmillan Children's Books, 2006.