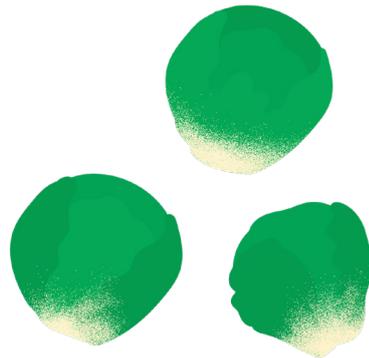


Making Choices

Year 3 – English

Year 4 – English

Year 5 – English



(English; Yr 3, ACELY1682)

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose

(English; Yr 4, ACELA1493)

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases

(English; Yr 4, ACELY1694)

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features

(English; Yr 5, ACELA1508)

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea

(English; Yr 5, ACELY1704)

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience

Cross-curriculum priority

Sustainability

Making Choices

Persuasive writing and food

Students often have strong opinions about food – after all, they have plenty of personal experience with it! This lesson helps them to learn to brainstorm past their first ideas (which are often similar to everyone’s first ideas) to unlock deeper arguments about their predispositions and tastes. The idea is to get them to think up evidence (both for and against) the position they land on.

Equipment:

Several large pieces of paper, e.g. A3 size, divided down the middle with a line

Marker pens

Duration:

45 minutes

Location:

The classroom

Notes:

Persuasive Prompts

👁 Watch **The One with the Pestering**



What persuasive shopping techniques does Paul, the consumer psychologist, mention that could help us write persuasively? (Such as not giving too many options, “Pester Power”).

- The writing prompts below are open-ended persuasive topics.
 - Put the topics up on the board for the whole class to see.
 - Tell students they will gather evidence for and against one of these statements, before they decide which side to take.
- Divide the class into groups of three or four and provide each group with:
 - ◇ a large piece of paper
 - ◇ one of the writing prompts.
 - Students will brainstorm reasons they might agree and disagree with the statement (one half of the paper is for arguments in favour, one half is for arguments against).
 - They write ‘YES’ or ‘NO’ next to each argument.
 - If students are not used to brainstorming, model one example with the whole class on the board. One way to do this is to incorporate YES, NO and BECAUSE into the topic sentences, e.g.:
 - ◇ “YES, children should be allowed to eat whatever they want BECAUSE...”
 - ◇ “NO, children should not be allowed to eat whatever they want BECAUSE...”
 - Stress to groups that they are not choosing a side yet, they are trying to come up with several ideas supporting BOTH sides of the argument.
 - Allow a few minutes for brainstorming, but keep this fast – no more than seven minutes (in a test situation, students will need to be quick at this, so brainstorming ideas can help make their text stronger if they learn to do it quickly).

Writing Prompts

Children should be allowed to eat whatever they want.

It is impossible to change your likes and dislikes during your lifetime.

Restaurants should encourage people to take home their leftovers.

Supermarkets should not waste food.

Artificial food should be banned.

Everyone should be vegan.

Brainstorm Buzz

- At the end of the allocated time have groups share their arguments.
- ◇ What was their topic?
- ◇ What did they write in favour of the statement?
- ◇ What did they write arguing against the statement?
- ◇ Get the class to add any other ideas they've come up with.
- Put up all the pieces of paper around the room.

✍ Individual decisions

- Hold a 'musical walk' by playing a piece of music to a set time limit.
- Students walk around the room, looking at the papers until they silently choose a topic they either agree or disagree with.
- Have them return to their seats and write down the topic they've chosen along with three sentences. Each sentence will use the ideas, evidence or examples that have been brainstormed to support their position.
- When they have written all three, ask students to look at their supporting statements and put a star next to the strongest one.
- If time permits, students carry on building their argument, adding a super start and a catchy conclusion. (Creating a final text within this lesson is optional because the focus is on brainstorming and planning, not shaping a final text just yet.)

