

Key Stage 2

Ages 7 - 11, Scotland P3 - P6

Year 4 – Unit 4 Persuasive Texts

This lesson plan integrates the theme of fair trade with the final non-fiction unit in Year 4, which introduces the children to written persuasive texts.

Overview and where you might teach this lesson

Phase 1 (7 days)

Reading, comparing and contrasting a range of paper-based texts. Discussing and recording common features of the text-types. Expressing views about the persuasive nature of the different texts.

- Look at examples of packaging from Fairtrade products
- Discuss the purpose of the text on the packaging. How is it intended to make you feel?
- Find evidence of the language associated with those emotions from the text
- Annotate the text by circling key words

Phase 2 (7 days)

Identifying the persuasive elements of an existing video clip from a Fairtrade website and planning your own to persuade others to support Fairtrade.

- Choose a popular Fairtrade product as a basis for a new promotional video
- What impact do you want this video to make on your audience?
- Choose appropriate images, sounds and words
- Children prepare a storyboard outlining their ideas
- They justify their choices of image, sound and words with reference to their desired impact

Phase 3 (6 days)

Writing a voice-over script to persuade others to support Fairtrade

- Draft a written text for the voice-over
- Use Grammar for Writing Year 4 Unit 31 to investigate statements and questions as a means to persuade
- Use modelled, shared and supported writing techniques to improve the drafts
- Use appropriate information technology to record the finished promotional video
- Watch and evaluate

The following lesson plan fits into **phase 1** as an example of a persuasive text to discuss and analyse.

English - lesson plans for teachers - FAIR TRADE

<p>English – Key Stage 2 English Non-Fiction Unit 4 – Persuasive Texts</p> <p>Lesson Context: Phase 1 - Reading, comparing and contrasting a range of paper-based texts. Discussing and recording common features of the text-types. Expressing views about the persuasive nature of the different texts.</p>	<p>Links: This lesson supports teachers in developing a global dimension in the classroom, in encouraging children to make a positive contribution (Every child matters) and in achieving goals 4 and 5 of becoming a Fairtrade school.</p>	
<p>(1998) Framework Year 4</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> T18 and T19: Investigate how style and vocabulary are used to convince an intended reader, evaluate advertisements for their impact, appeal and honesty, focusing on how information about a product is presented. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> The children can express a personal opinion and use evidence from the text to support their view. <p>Differentiation</p> <ul style="list-style-type: none"> Different packaging will be more or less challenging to read and this will help you provide appropriate reading material for the range of abilities in your class. 	<p>Whole-class Activity</p> <p>Organise the children into small groups. Provide each group with an example of packaging from a Fairtrade product. Ask the children to examine the different examples. Set them a challenge to find:</p> <ul style="list-style-type: none"> An image that grabs their attention A word or sentence that makes them want to have this product Any facts they can learn about the product <p>Call the class together and ask one person from each group to report back on the images, words and facts that made an impression on them.</p> <p>Guided Work</p> <p>Ask the children <i>“Who will be reading this packaging? What will they be looking for to make them buy this product instead of something like it?”</i></p> <p>Discuss any particular images, words or facts that really make an impression and WHY they make an impact. Record these on the Interactive Whiteboard so you can refer to them throughout Unit 4.</p> <p>Independent Work</p> <p>Hand the children a photocopy of the packaging they have been examining. Give them time to circle the things on it that they find persuasive. Ask them to write sentences explaining why, in their personal opinion, these particular things are important in making them want to buy the product.</p> <p>Plenary:</p> <p>Say to the children <i>“Now you have read and thought about the packaging, write down 3 good reasons for buying Fairtrade products.”</i> (Children write their reasons on their whiteboards) <i>“Who would like to share their reasons?”</i> (Select a few examples) <i>“Can you choose your favourite reason and make it into a persuasive sentence to encourage others to buy this fairly traded product?”</i> (Give feedback on the children’s success in persuading you with their sentence)</p> <p>Concluding the lesson</p> <p>At the end of the lesson, recap with the children what they have learnt about fair trade. Point out that they are able to help people like the ones they have seen on the packaging by choosing fair trade products or persuading their parents to choose fair trade.</p>	
<p>Key Questions:</p> <p>Who will be reading this packaging? What will they be looking for to make them buy this product instead of something like it? Why does that particular image/word/ fact persuade you? Can you show me an image/word/ fact from the packaging that backs up your opinion?</p>	<p>Key Vocabulary:</p> <p>Impact Appeal Honesty Presentation Personal opinion Evidence</p>	<p>Resources:</p> <ul style="list-style-type: none"> Packaging from a number of different fairly traded goods such as the box that contains Traidcraft Geobars (cereal bars). A prepared photocopy of the packaging showing text and images. Individual whiteboards and pens. Interactive whiteboard / other means of permanent recording.
<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> Oral responses in the group work will help you see who can identify persuasive elements in a text Written responses in the independent work will help you see who can support a personal opinion with evidence from the text 		