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This comprehensive KS3/KS4 pack offers a structured route through persuasive and argumentative writing with teaching ideas, accompanying resources, and suggestions for differentiation. The pack contains all of the Teachit resources referred to in the initial pathway, some of which were specifically commissioned for the purposes of this pack.

It is organised into six parts, with each part focusing on a particular topic or aspect of the topic such as speeches, letters or revision/exam preparation. Within each part you'll find a selection of:

- ❖ starter activities
- ❖ main activities
- ❖ plenary activities
- ❖ creative opportunities.

The pack lends itself to being used in different ways. It could be dipped into on an ad hoc basis at either key stage or it could form the basis of a term or half term's work. The resources are all available in adaptable formats, making it easy to differentiate the tasks by ability.

We've included links to each separate resource included in this pack so that you can access the resources directly on teachit.co.uk. We've also included the file number or name for each original resource – just pop this into Teachit's search engine. Most of the resources in this pack are Word documents, but we've also included links to PowerPoints and interactive activities where applicable. Please log in first in order to access any of these resources on Teachit.

If you have accessed this pack as a Teachit subscriber then the usual permissions apply. Teachit.plus subscribers can access the Word documents and any PowerPoints whereas Teachit.works subscribers will also have access to any interactives.

To help with navigation, there is a contents table which details which part each resource is used in and the page number.

Our thanks go to contributor Edna Hobbs who has written this pack and to the following contributors whose resources are also included (listed in the order their resources appear in the pack):

Helen Down, Emma James Tomlinson, Amy Newsham, Mike Ellwood, Alison Powell, Kirsty Green, Annabel Wall, Nic Harvey, Helen Magner, Richard Durant, Alison Smith, Kevin Brown, Patrick Garrett, Philip White, Julia Glozier, Alex May, Maria Barlow, Amelia Di Paolo, Bronia Walker, Jenny Fribbins, Rhiannon Glover, Sarah Ashton, Ian Bennett, Angèle d'Entremont, Alison Gray-Green, Julie Cumbo, Lisa Webber, Stephanie Hamman, Judy Adams, Melanie Henderson.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members – you can do this by adding a comment on the [Teaching packs](#) page on Teachit (please log in to access this!).

Route through – part three: letters and leaflets

1. Some suggested starter activities

Thinking about tone. Give students a copy of the [Rewriting for audience and purpose](#) (22447) resource, which includes a ‘mock’ exclusion letter written by a headteacher to a child’s parents. Get students to work out why the language and tone are inappropriate and then re-write parts of the letter so that it is all in keeping and has a coherent tone.

Differentiation: this task won’t take long for higher ability students to complete. Lower ability students may need to spend a whole lesson on this and would benefit from thorough exploration of the example text on the second page.

Information gatherers. If time is on your side, allow students a week to gather together as many leaflets as they can find – fast food, animal welfare, estate agents advertising properties or political doorstep ‘drops’. Once they’ve done this, get them into groups, circulating and discussing what they’ve found. Is there a common purpose? What is the aim of the leaflets they’ve found and how is this achieved? Are some of their leaflets more powerful/effective than others? Why is this? If you wanted to extend this activity, you could get students to select their favourite leaflet (in groups) and begin to annotate it. (The resource [Analysing a leaflet](#) (4160) will help students with this task.)

One minute persuasion. The resource [Kick-start discussion slides](#) (4268) offers a number of thought-provoking, contentious or philosophical quotations such as: ‘Peace cannot be kept by force. It can only be achieved by understanding.’ (Albert Einstein). Project the quotations and ask students:

- a) to discuss each of the quotations and be sure that they’re confident about the meaning of each one, and ...
- b) to argue against the idea displayed, using as many persuasive devices as possible. If you wanted to extend the activity or return to it at a later point, students could then ‘re-write’ the quotations with their own ideas. (Makes for a lovely and impressive display of students’ work.)

2. Some suggested ‘main’ activities – letters

A letter of complaint - structure. The resource [Recipe for a formal letter](#) (19191) gets students to piece the different sections of a formal letter together and order them appropriately. They are then asked to write their own formal letter of complaint (about whatever they like) using the template they’ve assembled as a guide. This is a great way of getting students to digest both how to structure a letter and how to frame a complaint effectively. *Differentiation: Lower ability students may need some help with thinking about things they could complain about. You might suggest: poor public transport/late buses or trains, an extortionate – and incorrect – mobile phone bill, a disgusting restaurant meal. You might also like to simplify the example letter or compile it together as a class.*

Letter of complaint – spotlight on persuasive techniques. [Rat o’burger!](#) (12029) is a popular letter writing resource which contains: a sample letter of complaint, a ‘label the persuasive technique’ task, an ‘explain the effect of the technique’ task and an opportunity for students to pacify the complainant in writing. If you’re short of time, set this as a homework or ‘whistle-stop’ revision task.

Rewriting for audience and purpose

- Read the following letter which has been written by a head teacher to a student's parents.
- As you read it, identify any inappropriate words or phrases that are used.
- Talk to your partner about why you think they're inappropriate and what kind of language and tone you would have expected to see.
- Re-write the third paragraph of the letter, using more suitable language. Create a tone that conveys both politeness and authority, but has a personal touch.
- If you need help, the example on the next page shows the type of writing you should be aiming for.
- When you have written your paragraph, annotate it to show why your language choices are more appropriate.

Dear Mr and Mrs Cary,

It is with regret that I have to inform you that Sarah has been excluded from school for a period of ten days.

To tell the truth, I've just about had it up to here with Sarah - she's a right little toe-rag, and many of us here will be glad to see the back of her, I can tell you!

Only the other day she was caught nicking from the local newsagent. Then, as if that wasn't enough, Mrs Sykes found her sparking up round the back of the gym.

Now this latest thing: apparently Sarah walks into Science, takes out a box of matches, strikes one and tosses it into some dodgy chemicals that Mr Jenkins had bought with his own dosh at a car boot sale. What a dreadful girl! I pity you, I really do.

If you would like to discuss this matter then please do not hesitate to contact me at the school.

Yours sincerely

Mr C. Rackpot

Headteacher

Example

precise date – sounds authoritative, not casual

passive voice gives a formal tone

personal pronouns make the letter less threatening

Contrasting link word – gently reminds the reader what this letter is for

Formal choice of word to suit the formal tone

On Tuesday Nov 7th she was caught shoplifting in the local newsagent. I am sure you will share my relief that the shopkeeper, Mrs Henderson, called me rather than the police. However, that same afternoon, Mrs Sykes found Sarah smoking on the school premises.

The diagram illustrates a sample letter text with several annotations. A central box contains the text: "On Tuesday Nov 7th she was caught shoplifting in the local newsagent. I am sure you will share my relief that the shopkeeper, Mrs Henderson, called me rather than the police. However, that same afternoon, Mrs Sykes found Sarah smoking on the school premises." Annotations with arrows point to specific parts of the text: "precise date – sounds authoritative, not casual" points to "Tuesday Nov 7th"; "passive voice gives a formal tone" points to "was caught"; "personal pronouns make the letter less threatening" points to "I", "you", and "me"; "Contrasting link word – gently reminds the reader what this letter is for" points to "However"; and "Formal choice of word to suit the formal tone" points to "premises".

Analysing a leaflet

Teaching notes:

How it works

The resource is a one-page framework for analysing a leaflet. It consists of a series of prompts and questions about layout, language, purpose, etc.

Try this!

Because the resource is generic (it is designed to be used about any leaflet – especially persuasive ones) the questions are a little abstract and some of the questions could be answered flippantly: e.g. ‘When you look at the front cover, what is the first thing you notice?’ Answer: the front cover. To combat this you need to model an analysis of a leaflet, showing students how to make use of the questions.

If you type ‘leaflet’ into Google you will be offered loads of leaflets. Look for the PDF tags that indicate that the leaflet is available in its published, designed state. The ‘Blog Safety leaflet (Teachers & Parents)’ available on Childnet’s Kid Smart website

(http://old.kidsmart.org.uk/downloads/cn_parentleafletV2.pdf) aims to advise parents about how to ensure that their children remain safe on the web. It’s a good text to use because it is aimed at parents, but is about teenagers. It’s likely to raise some heated debate and thus generate a bit of interest.

You can show parts of the leaflet on an IWB and then annotate it in relation to one of the resource questions such as ‘What kind of person is it aimed at?’ Think aloud about your answer to this question, pointing out aspects of the leaflet that lead to your conclusions. You can save your annotated page and refer back to it as a model when students are analysing their own leaflets. A flipchart provides a low-tech alternative

Or this!

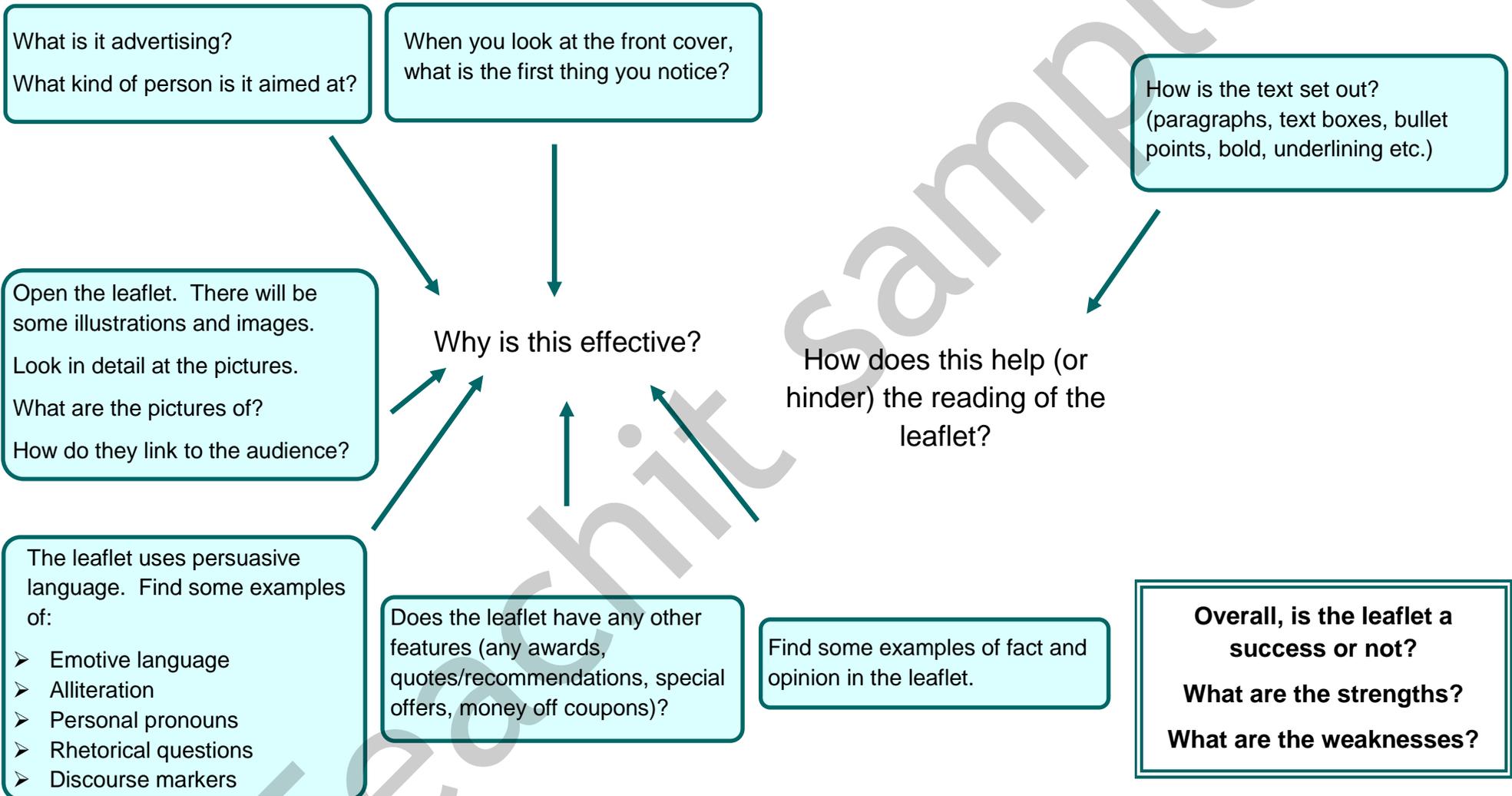
One of the questions in the resource – *How is the text set out?* – rightly targets text structure. A good way of helping students to approach this question is to give them an electronic copy of a leaflet without its formatting. Get student pairs to format the leaflet in a way they consider appropriate for the audience and the subject matter. The easiest way of providing an unformatted leaflet is to Google ‘leaflet’, choose a reference that is likely to engage teenagers, but click on the View as HTML option. This will display the leaflet without most of its graphical elements. Students can now play with Word features to their hearts’ content. Make the process into a design competition, but insist on fitness for purpose and audience.

Or this!

When you want students to write their own leaflets, look at Teachit’s [[Purpose](#), [audience](#), [format](#)] **Purpose, audience, format.**

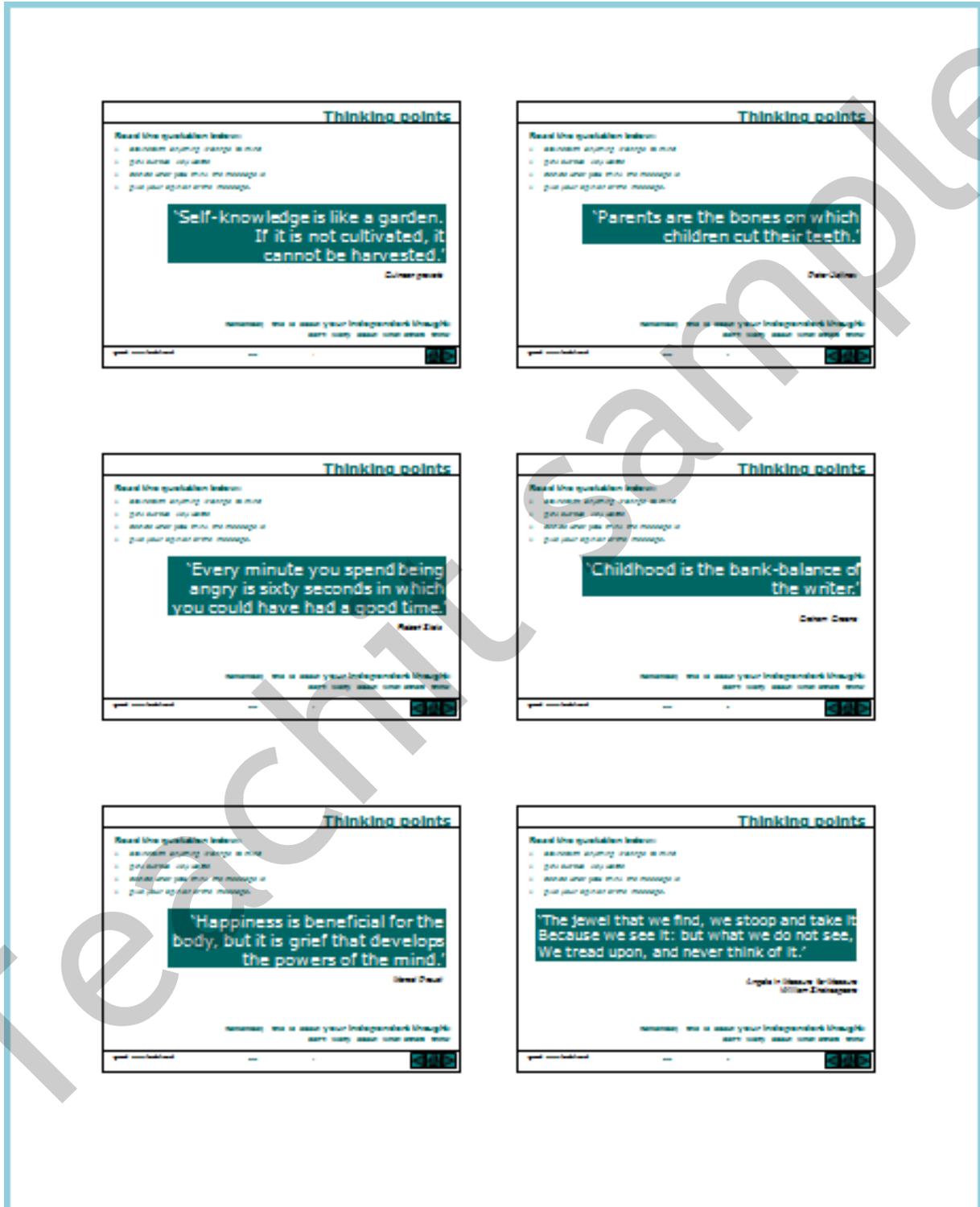
Richard Durant

What is the leaflet for? What is its purpose?



Kick-start discussion slides

We've included a screenshot of the PowerPoint so you can see the resource. To use it as intended, please type 4268 into the Teachit search bar and click on the orange PPT button.



Recipe for a formal letter

Cut out the different sections of a formal letter to an MP and put them in the right order.



<p>Explain precisely the action that you wish for the addressee to take.</p> <p><i>It is vital that you ...</i></p>	<p>The closing salutation.</p> <p><i>Yours sincerely or Yours faithfully (depends on whether you know their name or not. If not, use Yours faithfully)</i></p>
<p>Your address.</p> <p><i>17 Wolfie Terrace Hairydale Wolverhampton WHO9 1EE</i></p>	<p>The third reason for your opinion. Must constitute a whole paragraph.</p> <p><i>Thirdly, I remain convinced that ...</i></p>
<p>Your forename and surname.</p> <p><i>Ralph Wiggum</i></p>	<p>Clarify why it is important that the addressee takes action immediately.</p> <p><i>If no action is taken to rectify this situation, then ...</i></p>
<p>Give any additional information or details concerning your opinion which make your argument stronger.</p> <p><i>You should also be aware that ...</i></p>	<p>The second reason for your opinion. Must constitute a whole paragraph.</p> <p><i>Secondly, I believe that ...</i></p>
<p>Explain your reason for writing this letter.</p> <p><i>I wish to register my displeasure / draw to your attention ...</i></p>	<p>The recipient's address.</p> <p><i>19 Trumpet Lane London NW12 3RT</i></p>
<p>Recognition of the opposing argument, and reasons why it is wrong.</p> <p><i>Others may claim ...</i></p>	<p>The opening greeting.</p> <p><i>Dear Sir</i></p>
<p>Today's date.</p> <p><i>6th January 2013</i></p>	<p>The first reason for your opinion. Must constitute a whole paragraph.</p> <p><i>Firstly, I wish to explain that ...</i></p>

Task

Now write your own formal letter of complaint (you can complain about whatever you like!) using the template structure and examples to help you. Please note that there is not much punctuation in the examples because when typing letters on a computer, you would not use as much in the structure (after lines of addresses for example). By hand, you may use commas after greetings and lines of addresses.

Whizzy interactive activity

We've included a screenshot of the interactive so you can see the resource. To use it as intended, please type 19191 into the Teachit search bar and select the yellow star. **(NB:** this activity is accessible to Teachit.works subscribers and those who pay to download the pack as an individual purchase.)



To create a formal complaint letter template, put the following examples in the correct order.

- Dear Sir
- Today's date
- Others may claim ...
- You should also be aware that ...
- If no action is taken to rectify this situation, then ...
- The recipient's address
- Your address
- I wish to register my displeasure / draw to your attention ...
- Your forename and surname
- Yours sincerely or Yours faithfully
- Secondly, I believe that ...
- Thirdly, I remain convinced that ...
- It is vital that you ...
- Firstly, I wish to explain that ...

The screenshot shows a list of 14 items in colored boxes, intended to be ordered into a formal complaint letter template. A large 'Teachit Sample' watermark is visible across the image.

Rat o'burger

Meat Cottage
Mucksville
M12 0GA

Fast Muck's
Grim Street
Grimton
Grimsworth
GR11 1IM

24th May 2008

Here the technique of a 'list of 3' or 'triple emphasis' is used. The effect is to make the reader feel that the complainer is angry for a variety of reasons!

Dear Henry Muck,

I write to you as a most dissatisfied, outraged and disgusted customer. I am making a serious complaint because of the so-called 'food' your filthy company had the cheek to serve me during the evening of the 20th of this month.

I foolishly decided to have my dinner at your branch in Grimton on this fateful night. Approaching one of your bespectacled, spotty, and miserable-looking employees, I decided to order a Fast Muck Burger. How tragic this decision was. When the 'food' arrived, I immediately took a large bite of the burger. As I drew my mouth away, I found myself looking at the back end of a rat; part of its tail still hung from my jam-packed mouth. Need I describe my horror?

Therefore, I DEMAND a full refund for the food I bought. Also I want compensation for my terrible suffering; a fat cheque will do.

I expect to hear from you very soon. I am not the first customer to find a rat in a burger: this happens to 50% of your customers at the Grimton branch. Do you actually want your customers to eat rodents?

Yours sincerely, a most dissatisfied, outraged and disgusted customer,

Mr Garrett



Task 1

Label as many of the following persuasive techniques as possible, like the one that's been done for you already:

- list of three
- use of personal pronoun 'I'
- imagery
- guilt
- statistics
- repetition for effect
- rhetorical question
- emotive language
- politeness
- something that stands out.

Task 2

Choose five of the underlined persuasive techniques. Now try to explain the effect of them on the reader (again, see the example already done for you).

It helps to use the phrase: ***The effect is to make the reader ...***

Task 3

Plan a 3 paragraph letter in response to this complaint.

Paragraph 1	
Paragraph 2	
Paragraph 3	

- How would you persuade the customer to calm down and perhaps settle for a free meal as compensation, rather than a 'fat cheque'? What techniques will you use?