



Title: Persuasive Speech	
Year Level: Year 7	Subject: English
<p>Curriculum: Content Descriptors aligned to the Australian Curriculum</p> <p>Language:</p> <ul style="list-style-type: none"> Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531 - Scootle) Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536 - Scootle) <p>Literature:</p> <ul style="list-style-type: none"> Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619 - Scootle) <p>Literacy:</p> <ul style="list-style-type: none"> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720 - Scootle) 	
<p>Resources:</p> <ul style="list-style-type: none"> Planning Sheet Draft Template 	<p>Where do find?</p> <ul style="list-style-type: none"> Included below Included below
Lesson Sequence:	Duration: 2 hours (over 2 lessons)
<ol style="list-style-type: none"> 1. Explain to students that this task is about practicing their persuasive devices to create a speech. 2. Read the scenario on the planning sheet to students. Emphasise the expectations of the task: to write a speech that will persuade the Governor to release you, despite the crimes you have committed as a pirate. 3. Explain that each student is going to pretend to be a pirate for this task. 4. Discuss the point of view as a class and brainstorm topics/arguments to use to support the point of view. Write these collective ideas on the board for students to refer to. 5. Remind students about the hamburger format that they should follow (see examples on Planning Sheet attached.) This format includes an Introduction, 3 body paragraphs and a Conclusion. 6. *NOT APPLICABLE FOR ALL SCHOOLS BUT STILL A USEFUL FORMAT* The sequence of a body paragraph should follow the TEEL format (Topic; Evidence; Explain; Linking sentence). Expand on these elements as required. Leave out this step if you use a different teaching strategy. 7. Check for student understanding 	



8. Explain that students will complete the hamburger on the Planning Sheet before writing the speech. This will organise their ideas to help scaffold their writing.
9. Direct students to get started on their planning. Give them 20 minutes to fill in the hamburger planning sheet.
10. Engage class back as a group and encourage students to share their topics for their persuasive speech. Students may have used the examples from the class brainstorm or produce their own.
11. Remind students that each paragraph should include at least 4 sentences (using the TEEL format for body paragraphs). Encourage them to use modal vocabulary to persuade the Governor.
12. Give students time to write their speech, supporting students as they complete the task.
13. Students may not complete the task during this lesson. Give them more time if possible.