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| <b>Title: Persuasive Interview</b>  |   |
| <b>Year Level: Year 9</b>   | <b>Subject: English</b>   |
| Curriculum: Content Descriptors aligned to the Australian Curriculum<br>Language: <ul style="list-style-type: none"> <li>Understand that roles and relationships are developed and challenged through language and interpersonal skills (<a href="#">ACELA1551 - Scootle</a>)</li> </ul> Literacy: <ul style="list-style-type: none"> <li>Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (<a href="#">ACELY1811 - Scootle</a>)</li> <li>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (<a href="#">ACELY1746 - Scootle</a>) <ul style="list-style-type: none"> <li>Elaborations: <ul style="list-style-type: none"> <li>presenting arguments that advance opinions, justify positions, and make judgements in order to persuade others about issues such the importance of maintaining balance in the biosphere</li> <li>following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument</li> </ul> </li> </ul> </li> </ul> |   |
| Resources: <ul style="list-style-type: none"> <li>Planning Sheet</li> <li>Interview Script Template</li> </ul>  | Where do find? <ul style="list-style-type: none"> <li>Included below</li> <li>Included below</li> </ul> |
| <b>Lesson Sequence:</b>   | <b>Duration: 2 hours (over 2 lessons)</b>   |
| <ol style="list-style-type: none"> <li>1. Explain to students that this task is about practicing their persuasive devices to create an interview script between two people.</li> <li>2. Read the scenario on the planning sheet to students. Emphasise the expectations of the task: to write an interview script between two people, the pirate and the Governor, that will persuade the Governor to release the pirate, despite the crimes he/she has committed.</li> <li>3. Explain that students will work in pairs for this task. One student in the pair will be the pirate and the other will be the Governor. The Governor will be asking the questions and the pirate will be answering them, using persuasive devices to convince him/her to release them from confinement.</li> <li>4. Brainstorm ideas about why the pirate believes the Governor should let them go. Explain that similarly to a persuasive essay or speech, they will need to explain and elaborate on at least 3 argument ideas. Write examples on the board.</li> <li>5. Discuss and brainstorm the kind of questions the Governor would ask. Model them on the board also.</li> </ol>  |   |



6. Remind students about the hamburger format that they should follow (see examples on Planning Sheet attached.) While students won't use this format to write this interview, it can still help them to organise their ideas and their arguments
7. Break students into pairs and have them decide who will be in role as the pirate and the Governor.
8. Explain that students will work independently first to plan their questions and arguments then they will come together to create their script for the interview. Ask students to aim for 6 – 8 questions to be answered; some may plan more.
9. Check for student understanding and remind them that this is still a persuasive text. Use modal vocabulary to persuade the audience of your point of view.
10. Direct students to get started on their planning. Give them 10 – 15 minutes to fill in the hamburger planning sheet if the pirate. Students who are the Governor will write their questions. Support students throughout planning time.
11. Engage class back as a group and encourage students to share their topics for their interview. Students may have used the examples from the class brainstorm or created their own.
12. Explain that students will now come together as a pair to use their ideas to create their script between the two characters. The Governor will ask a question and the pirate will answer, trying to persuade the Governor of their point of view. Encourage students to work cohesively on both the questions and the answers so that the script flows effectively.
13. Express that there is a space for students to write their concluding statements as well. This is where the pirate makes his/her final remarks and then the Governor can give his/her final verdict on the scenarios outcome.
14. Give students time to write their interview script, monitoring and scaffolding students as they complete the task.
15. Students may not complete the task during this lesson. Give them more time if possible.