

LEARNING AREA: LITERACY (Persuasive Writing)

Lesson Aim: Use persuasive writing and language techniques to convince someone of the benefits of replacing a car journey with an active journey to school.

New Zealand Curriculum Level 3-4

Lesson Overview

Students write a persuasive piece for a specific audience or person, arguing for why they think active trips to school is a better option than non-active modes. Students should do some kind of research beforehand to collate their ideas. This could include: brainstorming in groups, think-pair-share, different viewpoints, doing internet searches, interviewing different people (at home and in the school). There is also potential for them to bring in facts or prior learning to do with health, physical activity, economics or sustainability.

In their writing, students practice using evidence to support their argument, and using persuasive sentence starters (such as "In my opinion...", "It is clear that...", "I agree that...", "The time has come to...", "Without doubt...").

Specific Achievement Objective Indicators

Purposes and audiences

- Constructs text that show a growing awareness of purpose and audience through careful choice of content, language and text form.
- Conveys and sustains personal voice where appropriate.

Ideas

- Forms and expresses ideas and information with increased clarity, drawing on a range of sources.
- Ideas suggest awareness of a range of dimensions or viewpoints.

Language Features

- Uses oral, written and visual language features to create meaning and effect, and engage interest.
- Uses a range of vocabulary to communicate meaning.



Contextual Te Reo

- Haere = Journey, trip, travel
- Wake or Hīkoi = to walk (verb)
- Pahikara = bicycle
- Ete Pahikara = to bike (verb)
- Oma = run
- Whenua = Land
- Taiao = Natural world, environment
- Moni = money
- Whakapakari Tinana = Physical exercise
- Tapuwae waro = carbon footprint
- Hauora – health, wellness

[Māori Dictionary](#)

Key Competencies

- **Thinking:** Being creative with how the argument is framed for a specific purpose and audience.
- **Relating to Others:** Understanding different points of views and how these determine decisions and behaviours.
- **Participating and Contributing:** Using a context which is relevant to the lives of students, their whānau and the school community; supports development of active citizenship.

Opportunities for cross-curricular links

- **Social Studies:** Exploring view points, values and perspectives.
- **Science:** Using environmental evidence to back up argument.
- **Numeracy (statistics):** Carrying out an investigation within the class to give context to the argument. Investigation could focus on current modes of transport, or on the view points of peers (as an example).
- **Health and PE:** Using health and physical activity related evidence to support argument .

Adaptations for different year levels

- **Level 1:** Talking, writing and drawing about how individual students get to school, what they experience on their journey (drawing on the senses), and what they really like about they way they get to school.
- **Level 1:** Students can also start to think about the audience of their writing. They could write a letter to Mum and/or Dad telling them how they would like to get to school and why, from the ordinary (scooter) to the extraordinary (by space shuttle, horse or yacht!).
- **Level 2:** Similar to level 1, but incorporating in more complex sentences and descriptive vocabulary.
- **Level 4:** Students plan for and incorporate specific persuasive writing elements (such as examples, facts, comparisons, personal experiences, counter arguments and quotes) into their writing.

Possible applications or extensions of this activity

- Have a whole class debate (or in small groups) with each half allocated a viewpoint and given time to frame their argument.
- Research different viewpoints.
- Research different factors which can effect perspectives (e.g. economic, health, convenience, environmental, safety, beliefs).
- Create an oral proposal to present to the class or to the school principal (individually or in groups).