

## Part 1: A teaching resource

Learn how to create efficient persuasive texts!

1<sup>st</sup> lesson

introduction to the topic

building knowledge of the field

**Class discussion:** In this unit you will learn about bullying and how to argue for your opinions and get your meaning across. Discuss with your teacher and classmates **why do you find it important to be able to speak your mind'** and **why do we need we talk about bullying?'**

### ▪ Activity: Floorstorming

what do you think is happening in these pictures?



### ▪ Pair work

1. Look up the meaning of these words and write the Danish translation in the box

degrading comments mixed emotions betrayal teen suicide cyber bullying harass irresponsible several possible solutions bad language list concerned	
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2<sup>nd</sup> lesson

the text

supported reading

### ▪ Pair work

You're going to read a text called *Solutions for Facebook cyber bullying*, written by a teenager. Look at the title and one sentence from each paragraph in the text:

1. Discuss what you think the text is about. What do you think is the message of this text?

*This is one of the many possible cases of teen suicide due to cyber bullying*

*I know of families that won't let their kids on Facebook because they are concerned that their teen may be bullied.*

*Although cyber bullying is a problem, there are several possible solutions to this concern.*

*one of the solutions... is to get Facebook to hire a monitoring staff (overvågnings personale)*

*My next solution is to set up education and awareness*

*My third and final solution is to... let parents' access and see into the world of their teen's social life*

## 2. read the text

Take it in turns to read one paragraph at a time and make sure both of you understand the contents. Give each paragraph a title and write it down.

Text: [http://www.teenink.com/hot\\_topics/bullying/article/403212/Solutions-For-Facebook-Cyber-Bullying](http://www.teenink.com/hot_topics/bullying/article/403212/Solutions-For-Facebook-Cyber-Bullying)

## 3. Discuss the text with your partner



useful phrases for discussion

1 What do you think is the most important message of this text?

2 Which solution do you think will be most successful in preventing cyber bullying?

3 How would you feel if your parents could see ALL that you wrote on Facebook?

4 Do you have another solution for preventing cyber bullying?

**4. Class sum up** Discuss with your teacher and classmates what you think is the most important message of this text.

Do you agree with your classmates opinions? Explain why or why you don't agree with them.

3<sup>rd</sup> lesson

how the text makes meaning

modelling/deconstruction

**Class discussion** Discuss with your teacher and classmates the text from the previous lesson. What *kind of text* did we read in the previous lesson?

In this lesson you will practice identifying and using **persuasive text** patterns. You will also learn how to organise your own persuasive text. In **part 1** we will look at **the language** used in persuasive texts. In **Part 2** we will learn how to organise the text in **text** and **paragraph openers**.

## Part 1

### How to persuade with language

#### ▪ Pair work

#### 1. An expert or not an expert

Look at this sentence from *solutions for Facebook cyber bullying*:

*“According to safety.lovetoknow.com/cyber\_bullying\_statistics , 56% occurs from a chatting website like Facebook or Myspace, 49% Instant Messaging and texting, 28% from e-mail.”*

Now look at this similar sentence:

*“I believe that 56% occurs from a chatting website like Facebook or Myspace, 49% Instant Messaging and texting, 28% from e-mail”*



#### 1.1 Discuss:

Which of these two sentences do you think is most successful in persuading others?



#### Try this!

Get an expert on your team for your next persuasive text and use objective statements.

#### **Objective** statements:

Experts agree (that)...

According to....

Studies show (that)...

#### **subjective** statements:

I think (that)...

I believe (that)...

## 2. Turn up the language volume



Put these modal verbs in this sentence “we \_\_\_\_ make a difference”, then organise them according to their persuasive force.

can	might	would	should	must	could
weak	—————→				strong

2.1 Now find and mark modal verbs in the text *Solutions for Facebook cyber bullying*. Try to exchange (bytte ud) some modal verbs to turn up the language.

2.2 Discuss how changing the modal verb effected the meaning.

### ▪ Class sum up

Sum up with your teacher and classmates on the discussion and tasks.

## Part 2

### How to organise persuasive texts

#### ▪ Pair work

What are text openers and paragraph openers?

Text openers and paragraph openers guide the reader trough the text and makes it easier and faster to find the specific information you are looking for.

Here is an example. The text opener is marked red and the paragraph openers marked blue:

*Trail bikes in national parks have become a huge problem for park rangers and **there are many reasons why they should be totally banned.***

*the first reason is that trail bikers cause lots of **damage** to the native plants in the area...*

*The second reason is the **noise** from the train bikes...*

Another reason is the **danger** of riding in National parks...

**1. Match paragraph openers.**

Can you find the paragraphs best suited for the paragraph openers? **Choose from the 3 texts below and match it to the correct paragraph opener.** Read the paragraphs in turn and make sure you both understand the meaning.

...This noise is very annoying and spoils the peace and quiet of the park for visitors. It also scares many of the native animals away from their natural environment.

...Riders make tracks trough the bush and destroy many of the plants and trees. The tracks are used again and again which makes it hard for the plants to grow back. This also causes severe soil erosion.

...Many riders go to isolated and rugged parts of the park. This increases the risk of an injury and means that riders are a long way from help if they have an accident.

**2. Find and mark.**

Find and mark the **text opener** and **paragraph openers** in the text *Solutions for Facebook cyber bullying*.

▪ **Class sum up**

Sum up with your teacher and classmates on the tasks.

4<sup>th</sup> lesson

let's create a text together!

Joint construction

**Class brainstorm.** Find a topic that your teacher and classmates agree on for a collaborative writing task. It could be something that you all want to change about your school. E.g. Why we should have longer breaks? The school should serve healthier food! Etc. You might need to do some research for this collaborative writing task.

REMEMBER! the text should include...

1. Objective statements:

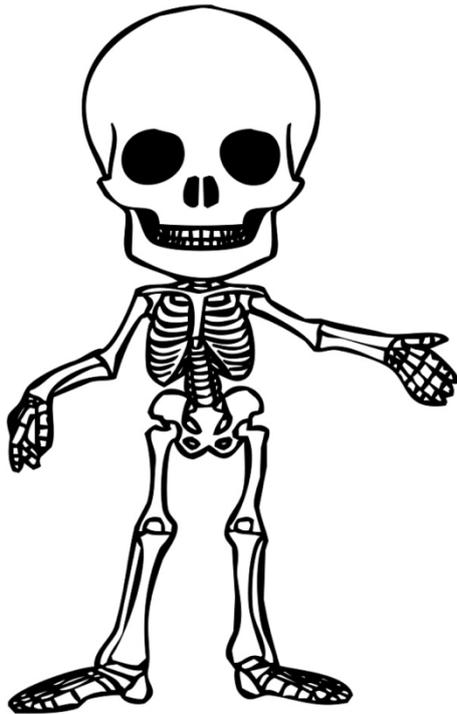
Experts agree (that)...

According to....

Studies show (that)...

2. **Text opener** and **paragraph openers**.

Use the Skeleton text to stucture your text:



Skeleton text:

Topic: healthy food

According to experts...

there are many reasons that we should be served healthier food in school

The first reason is...

The second reason is that...

The final reason is that...

I believe that the strongest argument is that...

5<sup>th</sup> lesson

make your own persuasive text

independent use of the genre

▪ Group work

Work together 3-4 people and find an issue you want to discuss and create three arguments. Research the topic and find out what experts have to say about the issue. Write the arguments down.



▪ Independent work

Use the structure from the skeleton text and create your own persuasive text on the issue discussed in group work. The text should be 1 page long and include:

1. at least one objective statement
2. three arguments
3. your own opinion on the issue

- enjoy expressing your opinion!