

SESSION 5: RIGHT TO GOOD HEALTH - WRITING A PERSUASIVE SPEECH

Age range: 8-11 years Time: 1 hour

<p>Outline</p> <p>In role as members of a school health club in Sierra Leone, learners will consolidate their learning about persuasive argument by giving a speech to persuade members of a community to invest in building pit latrines and water pumps. Note that learners will need to refer to the notes they made in Session four for key ideas.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To write a structured persuasive speech based on prior learning, incorporating emotive language and connectives. To list ways in which communities with limited access to clean water and sanitation are trying to overcome these challenges. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> In role, learners will write a structured persuasive speech including emotive language and connectives to persuade members of their imagined community in Sierra Leone to invest in building pit latrines and water pumps. 	
<p>Key questions</p> <ul style="list-style-type: none"> What is the purpose of school health clubs in Sierra Leone? Who is the target audience for your speech? How will you structure your speech? Have you included persuasive features in your speech? 	<p>Resources</p> <ul style="list-style-type: none"> <i>Children's Rights slideshow</i>: slides 17 and 31 <i>Key ideas</i> <i>Key ideas chart</i> <i>Writing a persuasive speech</i> Learners' own notes from Session four 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be able to:</i> Spoken language</p> <ul style="list-style-type: none"> Adopt, create and sustain a range of roles, responding appropriately to others in role. Speak audibly and fluently with an increasing command of Standard English. <p>Writing</p> <ul style="list-style-type: none"> Identify audience for and purpose of their writing. Select the appropriate grammar and vocabulary (<i>persuasive language and connectives</i>), understanding how such choices can change and enhance meaning. Propose changes to vocabulary, grammar and punctuation to enhance effects. 	<p>Wales English: Oracy Skills:</p> <p>Evaluate their own and others' talk and drama activities and develop understanding of how to improve, considering how speakers adapt their vocabulary, tone, pace and style to suit a range of situations.</p> <p>Writing Skills:</p> <p>Use the characteristic features of literary and non-literary texts in their own writing, adapting their style to suit the audience and purpose. Use appropriate vocabulary and terminology to consider and evaluate their own work and that of others.</p>	<p>Scotland Literacy and English</p> <p>Talking and Listening</p> <p>I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language (ENG 2-03a). I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience (LIT 2-06a).</p> <p>Writing</p> <p>I am learning to use language and style in a way which engages and/or influences my reader (Eng 2-27a).</p>

Activity Outline

Starter (5 min)

Community awareness event

- Show slide 31 and ask the learners to recall the purpose of school health clubs in Sierra Leone. Remind learners that improving health helps to meet all children's right to good health (Article 24 of the UN Convention on the Rights of the Child – see slide 17).
- Remind the learners that they are pretending to be in role as members of a school health club in Sierra Leone and they have been asked to participate in a community awareness event. Explain that they will need to write a speech to present at this event, whose aim is to encourage members of the community to invest in building new pit latrines and water pumps. Ask who the target audience of learners' speeches will be (*adults and children living in the same village or nearby villages as the speaker*).

Activity 5.1 (15 min)

Key ideas

- Give a copy of *Key ideas* to each learner. Explain that these key ideas are prompts to remind them of the main points to include in their speech.
- In pairs, ask the learners to cut out the key idea cards and put the introduction and conclusion cards to one side. Next ask learners to put the remaining cards into two piles, one containing key ideas about toilets and pit latrines and the other about water wells and water pumps.
- Learners should then sort out each pile of cards into two further groups as indicated on the *Key ideas chart*. You might like to refer to the *Teachers' background notes* for correct answers. By the end, learners should have a clear list of the challenges or disadvantages of existing wells and toilets and the benefits or advantages of the new pumps and pit latrines. Explain to learners that they now have four columns of key ideas which will form the basis of their speeches.
- Ask learners to recall what they learnt about structuring a persuasive argument in Session one (*to develop their argument through a series of logical point and to start and finish with a strong statement*). Discuss how learners will structure their speech. Suggest that they number or arrange their key idea cards into a logical order which will form the structure of their persuasive speech.
- Finish by asking learners where the introduction and conclusion cards should go. Ask learners to discuss the key ideas on these two cards with their partners, drawing on their discussions in Session four.

Differentiation

Make it easier: Learners can work in small groups to structure their speech. Scaffold their thinking towards the speech structure shown in *Writing a persuasive speech*.

Make it harder: Ask learners to come up with their own key ideas for the speech based on what they learnt about challenges and solutions in the previous session.

Activity 5.2 (30 min)*Writing a persuasive speech*

- Hand out the work that learners completed in Session four on the benefits of the new latrines and water pumps. Explain that they should include these sentences, which use emotive language, in their speech. Ask learners why they should do this.
- Encourage learners to use the phrase bank built in Sessions three and four for prompts on the persuasive language and connectives they can include in their speech.
- Ask learners to write their speech following the structure they decided in Activity 1.1 and expanding on the key ideas from their learning in Session four.
- Finish by giving each learner a copy of *Writing a persuasive speech*. Ask them to read their speech and self-assess how well they feel they have met the requirements. Learners could highlight or annotate evidence for each requirement. You may prefer to give learners the option of peer assessment.

Differentiation

Make it easier: Use shared writing to write the introduction and then take ideas for sentence starters to begin the first paragraph.

Make it harder: Emphasise the need to use a range of persuasive language phrases and connectives from the phrase bank. Suggest that learners may also include persuasive devices to strengthen their argument, such as:

- Can you ask your audience a rhetorical question?
- Do you really think that ...?
- Can you emphasise a point by linking three items together? *For example, "A - ____, a ____ and a ____ are all essential to good health because..."*

Plenary (10 min)

- Select a few learners to read out their speeches to others in the class. Ask other learners to signal when they hear persuasive language. Can learners give reasons why the language is persuasive?

Further ideas

- Hold a mock community awareness event in your class where learners have the chance to read their speeches for others to hear and comment on the parts which they find particularly persuasive. Can learners give reasons why the language is persuasive?

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Background notes for teachers

Here is a suggested plan for a persuasive speech:

Introduction: Why is good health important?

- *For example: Good health means that you can work, learn and play without health constraints.*

Toilets

Current challenges:

- Too close to water sources and homes so water gets polluted
- Human and animal waste goes into water sources so water gets polluted

New pit latrines

Benefits:

- Correct distance from water source and homes to avoid pollution
- Re-dug every six months to avoid overfilling

Water wells

Current challenges:

- Open to contamination from animals so water gets polluted
- Too shallow and overused so they run dry
- Water is unclean and not safe to drink

New water pumps

Benefits:

- Concrete seals the area around the pump to avoid contamination
- Pumps get water from deeper down so they are less likely to run dry or be contaminated
- The maintenance fee ensures that repairs are carried out and water is tested every few weeks to check it is safe to drink

Conclusion: Why is prioritising good health a sensible investment for a family?

- *For example: With less illness in the family there will be fewer medicines to buy, children will be able to attend school and the family will be fit to work.*

Key ideas

<p>Introduction: Why is good health important?</p>	<p>Conclusion: Why is prioritising good health a sensible investment for a family?</p>
<p>WATER WELLS & PUMPS</p> <p>Open to contamination from animals so water gets polluted</p>	<p>PIT LATRINES & TOILETS</p> <p>Correct distance from water sources and homes to avoid pollution</p>
<p>WATER WELLS & PUMPS</p> <p>Too shallow and overused, so run dry</p>	<p>PIT LATRINES & TOILETS</p> <p>Human and animal waste goes into water sources so water gets polluted</p>
<p>WATER WELLS & PUMPS</p> <p>Concrete seals the area around the pump to avoid contamination</p>	<p>PIT LATRINES & TOILETS</p> <p>Re-dug every six months to avoid overflowing</p>
<p>WATER WELLS & PUMPS</p> <p>Water is unclean and not safe to drink</p>	<p>PIT LATRINES & TOILETS</p> <p>Too close to water sources and homes so water gets polluted</p>
<p>WATER WELLS & PUMPS</p> <p>Pumps gets water from deeper down so less likely to run dry or be contaminated</p>	<p>WATER WELLS & PUMPS</p> <p>Maintenance fee ensures that repairs are carried out and water is tested every few weeks to check it is safe to drink</p>

Key ideas chart

Challenges of existing water wells	Benefits of new water pumps
Challenges of current toilets	Benefits of new pit latrines

Writing a persuasive speech

Read your work carefully. Have you included all these features in your speech?

FEATURE	SELF-ASSESSMENT
Text Level <ul style="list-style-type: none"> • Have I started my speech with an introduction? 	
<ul style="list-style-type: none"> • Have I divided my writing into paragraphs where each one has a clear 'key idea'? 	
<ul style="list-style-type: none"> • Have I developed the 'key idea' with my own knowledge and thoughts? 	
<ul style="list-style-type: none"> • Have I finished my speech with a conclusion? 	
Sentence Level <ul style="list-style-type: none"> • Have I used a range of connectives to link my ideas? For example: <ul style="list-style-type: none"> ○ Connectives for giving reasons ○ Connectives for adding on or ordering ideas ○ Connectives for introducing different viewpoints 	
<ul style="list-style-type: none"> • Have I used some persuasive devices? For example: <ul style="list-style-type: none"> ○ A rhetorical question ○ A string of three points linked together for emphasis 	
Word Level <ul style="list-style-type: none"> • Have I included some persuasive language? For example: <ul style="list-style-type: none"> ○ We are all united in our belief that... ○ We strongly believe that... ○ We firmly believe that... 	
<ul style="list-style-type: none"> • Have I included some emotive language? For example: <ul style="list-style-type: none"> ○ Magnificent ○ Exciting ○ Wonderful ○ Marvellous ○ Superb ○ Unique ○ Thrilling 	
<ul style="list-style-type: none"> • Have I used correct grammar, spelling and punctuation? 	