



Overview

Explain what persuasion is and how it works. Select at least one way to persuade someone to do or think something. Associate persuasion with advertising.

Learning Intentions

Language and Literacy: Talking and Listening

- Listen to, respond to and explore stories, poems, songs, drama, and media texts.
- Take turns at talking and listening in group and paired activities.
- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.
- Present ideas and information with some structure and sequence.
- Think about what they say and how they say it.

Language and Literacy: Reading

- Use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- Express opinions and give reasons based on what they have read.

PD&MU: Strand 2 - Mutual Understanding in the Local and Wider Community

- Being aware of who and what influences their views and feelings and behaviour.

Thinking Skills and Personal Capabilities

Managing Information

- Begin to identify audience and purpose when communicating.

Being Creative

- Generate as many ideas and options as possible, building and combining ideas.

Teacher's Notes

We're surrounded by lots of media, it has a real influence on us. But it's important to remember that most media are trying to sell something to us. For example, an advertisement may make us smile or tell us a good story, but it's also trying to persuade us to buy or do something.

Resources

- **Video:** Advertisements
- **Video:** Media's Influence on Us



Introduction

Story Time

- Explain to children that persuasion means to talk someone into doing or thinking something.
- Tell the children a story about Tommy's birthday party.

Tommy's birthday

It was Tommy's birthday. Mum said that he could invite his friends to a birthday party. Tommy had lots of friends. He asked them what kind of party he should have. Mary wanted him to have a pirate party. Valentina wanted him to have a princess party. Harry thought he should have a football party. Jamie wanted Tommy to have an under the sea party. All of Tommy's friends tried to persuade him that their idea was the best. Mary explained that everyone could dress up as pirates and pretend Tommy's sitting room was a pirate ship. Valentina explained that Tommy could be a prince and could rescue the princess from the evil wizard. Harry suggested inviting all of Tommy's football team and they could stay outside and play football for the afternoon. Jamie suggested that everyone could dress up as fish or octopus or sharks, and they could pretend that they were all living under the sea. Tommy wasn't sure which party he should have. All his friends had given him such good ideas.

- Ask the children:
 - Why was Tommy having a party?
 - What were the different themes that his friends suggested?
 - Which theme did they think was best, and why?
- Explain that:
 - Each of Tommy's friends was trying to persuade him.
 - Tommy's friends wanted their choice of party but it was up to Tommy to decide which kind of party he would like himself.
- Ask the children:
 - Which party do you think Tommy decided to have?

Learning Intention

- Participate in modelled, shared, paired and guided reading activities.
- Use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- Express opinions and give reasons based on what they have read (Language and Literacy).

Development of Learning Intention

- Use question starters from Blooms Taxonomy to further develop this text as a shared/guided reading opportunity (see Lesson 1 for detailed question starters).



Development

1. Story Time

- Tell the children a story about Ronan.

The New Toy

Ronan was very excited. He was on the way to the toy shop. He had saved his pocket money for weeks and weeks and today he was going to buy a new toy. When he got into the shop he headed straight to the new toy section. There was so much to choose from. After a few minutes he picked up a racing car. This was it. This was going to be his new toy. He looked around, beside him a girl his age was staring at his racing car. “You’re not going to buy that are you?” She said, “No one plays with racing cars anymore.” Ronan was confused. He enjoyed playing with racing cars. Maybe he shouldn’t. The girl continued: “Everyone is playing with building blocks now. You should buy a new set of building blocks.” Ronan looked at the new racing car, and then he looked at the box of building blocks. What should he do?

- Ask the children:
 - Why was Ronan in the toy shop?
 - Where did he get the money to buy a new toy?
 - What did Ronan decide to buy?
 - What did the girl try to persuade Ronan to do?
 - Was the girl right to give her opinion?
 - What should Ronan do? Should he buy the racing car or should he buy the building blocks?
- Explain that:
 - That people try to persuade us to do or think something all the time – our friends, our families.
 - That advertisements try to persuade us to think in a certain way.
- Ask the children:
 - Have they ever been persuaded to think in a certain way or to buy an item by an advertisement?

Learning Intention

- Participate in modelled, shared, paired and guided reading activities.
- Use a range of comprehension skills, both oral and written, to interpret and discuss texts.
- Express opinions and give reasons based on what they have read (Language and Literacy).

Development of Learning Intention

- Use question starters from Blooms Taxonomy to further develop this text as a shared/guided reading opportunity (see Lesson 1 for detailed question starters).



Development Continued

2. Persuade Me Game

- Survey the children on their favourite breakfast cereal, sweets or sport. Record the results and create a simple graph to display the results.
- Using the results ask the children:
 - Which is the most popular breakfast cereal, sweets or sport?
 - Which is the least popular breakfast cereal, sweets or sport?
 - How many people like the other breakfast cereals, sweets or sports?
- Pick the top three results and divide the class into three teams. The teacher can sit in the centre of the room as a neutral party.
- Each team must convince the teacher that their breakfast cereal, sweets or sport is the best.
- Explain to the children that there are lots of ways to persuade someone – pointing out the good points in one thing, or the flaws in another, saying that one thing is cooler than another, etc.
- The teacher should model the persuasion process, to encourage the teams.
- The teacher should prompt the children with persuasive ideas during the activity.
- During feedback time, ask the children what are the best ways to persuade someone to agree with them. Take a note of any suggestions.

Learning Intention

- Take turns at talking and listening in group and paired activities (Language and Literacy).

Development of Learning Intention

- Use Getting to Know Me, Activity 2 Listening Skills (PD&MU Living, Learning Together: Year 3) to establish features of good listening skills when working in pairs or a group.
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp

And/or

- Talking Heads (CCEA, Active Teaching and Learning, page 69). http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
- Stick Debate (CCEA, Active Teaching and Learning, page 65). http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf

And/or

Learning Intention

- Generate as many ideas and options as possible, building and combining ideas (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following activities:
 - One Point of View (CCEA, Active Teaching and Learning, page 55).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Post It Collection (CCEA, Active Teaching and Learning, page 58).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Card Ranking (CCEA, Active Teaching and Learning, page 11). http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Thinking Cards Set 1 : 1.19 Putting Things in Order (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp

And/or

Learning Intention

- Think about what they say and how they say it think about what they say and how they say it.
- Present ideas and information with some structure and sequence (Language and Literacy).
- Begin to identify audience and purpose when communicating (TS&PC).

Development of Learning Intention

- Thinking Cards Set 1 : 1.28 Were your ideas clear? (CCEA):
 - Use this card when the children are practicing their short persuasion speech with their partners to evaluate and improve their ideas, information and language.
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set1.asp



Development Continued

3. What is the message?

- As a whole class activity watch the **advertisements** from the MediaWise website, www.MediaWiseNI.com
- After each advertisement, ask the children if the advertisement is trying to persuade us into doing or thinking something?
- Ask the children:
 - What is each advertisement trying to persuade us to do or think?
 - Whether they think they should feel, do or think something simply because an advertisement is trying to persuade them to?
 - Have they ever been persuaded to do or think something by an advertisement they have seen?

Advertisements



Learning Intention

- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities (Language and Literacy).

Development of Learning Intention

- Allow a period of time for the children to share their responses to the question, 'Have they ever been persuaded to do or think something by an advertisement they have seen?' – Scaffolding and modeling from the teacher may be necessary in order to deepen the children's responses.

Explain:

- The children should make their own decision on what they should do and think.
- Advertising will try to persuade them to do lots of things but it is important to make their own decisions.

Learning Intention

- Being aware of who and what influences their views and feelings and behaviour (PD&MU).

Development of Learning Intention

- Select from or combine elements of the following activity packs and individual activities from Living, Learning Together (CCEA):
 - – 'Feeling Good, Feeling Sad' (Year 3). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year3.asp
 - – 'The Real Me' – Activity 2 (Year 4). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp
 - – 'Friendships' – Activity 1 (Year 4). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp
 - – 'Who Influences Me' (Year 4). http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year4.asp

Plenary

1. Media's Influence on Us Video

- Watch the **Media's Influence on Us** video from the MediaWise website, www.MediaWiseNI.com
- After the video, ask the children if they can remember any of the things the media is trying to do.
- Explain to the children that they will continue to learn about the influence of the media, but in the meantime they should keep an eye and ear out for any media or advertising that tries to persuade them to do or think something.

Video



2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.