

Gifted Education School Network 2022/23
KLA/ Cluster: English Language (Secondary)
Lesson Design

Acknowledgement: This lesson example was adapted from the tryout at Wah Yan College (Kowloon)

Level	Secondary 5
Topic	Persuasive writing
Duration	70 minutes
Learning objectives	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> ✧ To strengthen students’ understanding of the chosen sub-themes: <ol style="list-style-type: none"> (1) student online safety (2) student voice in setting school uniform policies ✧ To develop students’ ability to analyze and evaluate from different perspectives <p><u>Skill</u></p> <ul style="list-style-type: none"> ✧ To help students build and record their knowledge of some chosen vocabulary related to the sub-themes ✧ To equip students with skills to identify features of taught evidence (e.g. signal words, tone, sentence patterns, etc.) ✧ To review ways to write elaborative evidence – surveys or experts’ opinions ✧ To enable students to plan and produce a coherent and structured paragraph on the chosen sub-themes ✧ [For gifted/ more able students] to raise their awareness of the structural and linguistic features of persuasive writing on the chosen sub-themes <p><u>Attitude</u></p> <ul style="list-style-type: none"> ✧ To understand the respect and flexibility our school gives to students [building a sense of gratefulness to the school] ✧ To discover and understand common youth issues (i.e. online safety) which helps students develop empathy and care for others [priority values]
Prior knowledge of students	<ul style="list-style-type: none"> ✧ The basic structure of evidence writing: surveys and experts’ opinion ✧ Basic background of some youth issues (i.e. online harassment and

	safety)
Differentiated instructional strategies deployed	✧ Flexible grouping: collaborative group work and writing evidence with the same role (e.g. student / school admin / parent)
Core elements of gifted education	✧ Higher-order thinking ✧ Personal and social competence
Materials/ resources	✧ Kahoot ✧ Worksheets

Activities	Rationale and Tips for Implementation	Resources
<u>Introducing lesson objectives</u> (2 minutes)	✧ To familiarise students with the upcoming lesson	
<u>Kahoot</u> (12 minutes) Questions will be involving vocabulary related to school rules on uniform	✧ To get students warmed up and engaged ✧ To revise with students some theme-based vocabulary and sentence structures	
<u>Reading</u> (11 minutes) (Theme: student online safety) Instructions: 2 mins Completion of task: 5 mins Checking of answers: 4 mins Students will be required to highlight the features in the sample readings. The teacher will discuss the answers.	✧ Practice: to let students re-identify the evidence features taught in previous lessons	✧ Worksheet 1 (Appendix A)
<u>Evidence writing</u> (22 minutes) (Theme: Should students have a stronger voice in setting the school uniform policies?) Instructions: 2 minutes Brainstorming + discussion: 10	✧ Personal-social competence: To emphasise cooperative learning by providing students with an opportunity to actively help each other build comprehension and create a paragraph	✧ Worksheet 2: Brainstorming form (Appendix B)

Activities	Rationale and Tips for Implementation	Resources
<p>minutes Writing / typing the paragraph: 10 minutes</p> <p>Students will be given 2(-3) different roles:</p> <ol style="list-style-type: none"> 1. student 2. school admin 3. parent (optional) <p>Students in the same role will sit down and collaborate to write persuasive evidence (survey /experts’ opinion) using the taught structure.</p>	<p>✧ Higher-order thinking: To allow students examine the same theme in different perspectives (focusing on how the opinions different stakeholders have are often shaped by the context like their background, roles in society and values, etc. in which they view the issue)</p>	
<p><u>Group discussion</u> (10 - 12 minutes)</p> <p>Using the written evidence, students with different roles will sit in the same group (groups of 4 with 2 roles of 2 students each, or an extra 3rd role being a parent) to persuade each other of their stance on whether students should have a stronger voice in setting the school uniform policies</p>	<p>✧ Gifted/ more able students: teachers will assign them to ask students of other roles 1-2 questions (for clarification/ explanation/ challenges/rebuttal) to enhance active listening and higher-order thinking skills</p>	<p>✧ Worksheet 3: Peer evaluation form (Appendix C)</p>
<p><u>Class discussion</u> (8 minutes)</p> <p>Some groups will be asked to share with the class which member is the most persuasive, and give reasons why</p>	<p>✧ To consolidate students’ understanding and use of the persuasive evidence (survey/ experts’ opinion)</p> <p>✧ To promote reflection</p>	
<p><u>Reflection</u> (5 minutes)</p> <p>Link the discussion back to our own</p>		

Activities	Rationale and Tips for Implementation	Resources
school situation – perform a short ‘examen’ for students to reflect		