

Wah Yan College Kowloon

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Enhancing students' persuasive writing
and critical thinking skills through the
use of diversified evidence



➤ School background

- Jesuit school
- nurturing men of human excellence
- focus on self-reflection (EXAMEN)
- have some flexibility in the school syllabus
- competence
- commitment
- compassion
- conscience

Level	Secondary Five
Topic	Persuasive writing (with evidence)
Duration	One double lesson (70 minutes)
Background	<ul style="list-style-type: none">- Has a few strong students, but overall low to average ability- Low learning motivation- Students have pressure but don't know how to manage it properly

➤ Knowledge

- To strengthen students' understanding of the chosen sub-themes:

(1) student online safety

(2) student voice in setting school uniform policies

- To develop students' ability to analyze and evaluate from different perspectives

■ Skill

- 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

➤ Skill

- 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

■ Attitude

- 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]

■ 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
 - Reading passage related to the sub-themes (self-written)
-
- Reference:
 - Youth Voices Report by ‘Save the Children’ (2021)

Lesson Flow - Kahoot

1. The school uniform can help students increase their sense of _____ towards the school.

27

▲ ideal

◆ identify

● identification

■ identity

Kahoot

2. It is a student's _____ to wear the school uniform.

16

▲ privilege

◆ priviledge

● pilage

■ pilgrimage

Kahoot

4. The school _____ with the school badge is the only official coat to be worn.

Screenshot 2023-07-02 at 8.44.24 PM

16



▲ cardigan

◆ coat

● sweater

■ blazer

Kahoot

6. _____ jackets are prohibited unless a cold weather warning is issued.

17



▲ Up

◆ Left

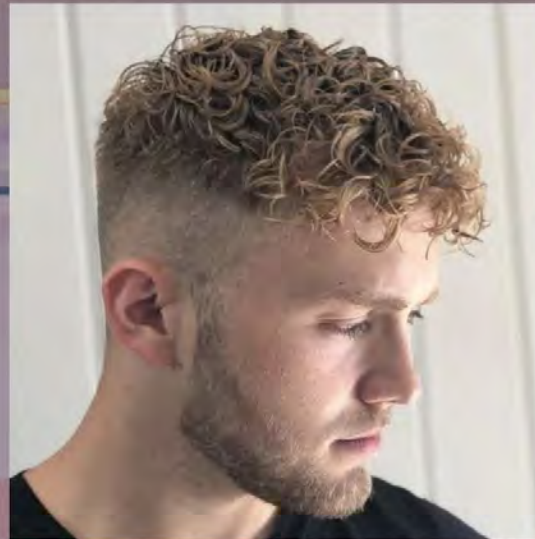
● Down

■ Right

Kahoot

7. _____hair is not allowed.

16



▲ Perfumed

◆ Permanent

● Permed

■ Permeable

Kahoot

9. _____ are not allowed except during PE lessons.

11

▲ Leather shoes

◆ Sneakers

● Sandals

■ Slippers

Kahoot

10. Teachers will _____ any non-uniform item the student is wearing.

18

▲ confine

◆ contact

● condone

■ confiscate

Kahoot

11. Students who have 3 improper uniform records will be sent to _____.

17

▲ detention

◆ guidance

● jail

■ the Principal's office

Kahoot

12. The final _____ of the uniform requirements rests with the discipline committee.

26



▲ understanding

◆ interpretation

● knowledge

■ information

Lesson Flow – Reading Input

- 11 mins
 - theme: student online safety
-
- Instructions: 2 mins
 - Completion of task: 5 mins
 - Checking of answers: 4 mins

Reading Input - Survey

Read the following paragraph and identify the following features:

1. Topic sentence
2. Organization Name
3. Verbs similar to 'show'
4. Sample size
5. Sub-categories
6. Link back to the topic sentence

Reading Input

Question:

Explain whether you think the online world is safe for teenagers nowadays.

A) Survey

The digital world is definitely not safe for teenagers today. A recent survey conducted by the Hong Kong Online Youth Association revealed that many teenagers do not feel safe online. Of the 1100 people interviewed, only 23% felt safe on the internet, with another 2% being unsure. Of the 75% who did not feel safe, a staggering 55% voiced that they 'always' felt unsafe, with the remaining 20% 'often' feeling insecure. This depicts the seriousness of this issue and proves that the online world is dangerous for teenagers today.

➤ Reading Input – Expert's Opinion

Read the following paragraph and identify the following features:

1. Topic sentence
2. Expert name
3. Expert organization
4. Elaboration and examples of the expert's opinion
5. Analysis of the expert's opinion
6. Restating the topic sentence idea

Reading Input

B) Expert's opinion

One major reason supporting my stance is the emergence of online harassment. According to Chris Wong, President of the Hong Kong Online Youth Association, many young teenagers nowadays are being approached by some 'strange uncles' and 'pretties', and have asked for the organization's help. He stated that these 'strange uncles' are suspicious men who try to connect with young girls for sex or private photos, while the 'pretties' may be fake accounts asking for young boys to pay money online. He came across an example of a young girl seeking help, in which the stranger said he would pay the girl \$1,000 to be his friend. She blocked him on Instagram but there were other strangers on Facebook, Whatsapp asking her to be their girlfriend. The above examples from Wong have shown that social media have caused a major threat to online safety, and teenagers could easily fall into online scams if they are not careful enough. Online abuse by strangers is one reason that the online world is unsafe nowadays.

Lesson flow – Evidence Writing

Evidence writing (22 mins)

- theme: Should students have a stronger voice in setting the school uniform policies?
- Instructions: 2 mins
- Brainstorming + discussion: 10 mins
- Writing / typing the paragraph: 10 mins

Evidence Writing

- Students will be given 2 different roles:
 1. student
 2. school admin

- Students in the same role will sit down and collaborate to write persuasive evidence (survey / experts' opinion) using the taught structure.

Gifted Elements



Personal-social competence:

- To emphasize cooperative learning by providing students with an opportunity to actively help each other build comprehension and create a paragraph

Higher-order thinking:

- To allow students to examine the same theme from 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)

Evidence writing - brainstorming

Brainstorming Form – Student Voice on School Uniform Policies

Think of your stance on the following statement:

Should students have a stronger voice in setting school uniform policies?

Your role	Student / School Administration	
Stance	Yes / No <i>(circle the appropriate answer)</i>	
Points to support your stance	Type of evidence <i>(circle the appropriate answer)</i>	Items (survey) or ideas (expert) to include
	Survey / expert's opinion	
	Survey / expert's opinion	
	Survey / expert's opinion	

Evidence Writing - Grouping

Students:

(2) low (20) medium (25) low	(3) medium (6) medium (18) low
(9) low (22) low / medium (8) low / medium	(14) medium (21) low (11) medium

School administration:



(1) high (13) medium (27) low	(4) medium (17) medium
(7) high (16) low to medium (12) low	(23) medium (26) medium (10) medium
(28) medium (15) low	

Lesson flow – Group Discussion

Group discussion (10 - 12 mins)

- Using the written evidence, students with different roles will sit in the same group (groups of 4 with 2 roles of 2 students each) to persuade each other of their stance on whether students should have a stronger voice in setting the school uniform policies

Group discussion - grouping

Group 1:

School admin	School admin	Student	Student
(1) high	(27) low (13) medium	(3) medium	(6) medium

Group 2:

School admin	School admin	Student	Student
(7) high	(16) low to medium	(20) medium	(25) low

Group 3:

School admin	School admin	Student	Student
(23) medium	(26) medium	(14) medium	(21) low

Group 4:

School admin	School admin	Student	Student
(4) medium	(17) medium	(11) medium	(18) low

Group 5:

School admin	School admin	Student	Student
(28) medium	(15) low	(9) low	(22) low / medium

Group 6:

School admin	School admin	Student	Student
(10) medium	(12) low	(8) low / medium	(2) low

Gifted Elements

- Gifted/ more able students:

teachers may 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

Lesson flow – Class Discussion

Class discussion (8 mins)

Some groups will be asked to share with the class which member is the most persuasive, and give reasons why

Class discussion – peer evaluation

Peer Evaluation Form – Student Voice on School Uniform Policies

Listen to your friends' presentations/ arguments and write down some comments in respect of each domain.

		Role 1a: Student	Role 1b: Student	Role 2a: School administration representative	Role 2b: School administration representative
Development of ideas	The claim is clear.				
	Strong reasons and relevant evidence are used to support the claim.				
	Relevant data/ survey is quoted.				
	Specific and relevant experts' opinion is included as evidence.				
<u>Organisation</u>	The structure of the whole paragraph can be identified clearly.				
Vocabulary	Vocabulary related to school uniform policies is used purposefully and precisely.				

Lesson flow - reflection

Reflection (5 mins)

- Link the discussion back to our own school situation – perform a short ‘examen’ for students to reflect