

LESSONS 11 & 12: SHARING OUR OWN STORIES

Age range: 7-11 years Time: 2 hours

Outline Using the working wall, pupils will reflect on their learning from <i>Stories from Haiti</i> and then produce a creative piece persuading others not to forget about the survivors of the earthquake, even though there are fewer stories about them in the international press. Pupils will write for a specific audience of their own choice.		
Learning objectives <ul style="list-style-type: none"> To use persuasive language. To write for a wide range of purposes and audiences, including narrative texts. To consider how writing reflects the audience and purpose for which it is intended. To apply growing knowledge of vocabulary, grammar and text structure to own writing and select the appropriate form. To bring together their learning about Haiti's many stories. 	Learning outcomes <ul style="list-style-type: none"> Pupils will use persuasive writing techniques to tell their own story, drawing on different stories from Haiti. Pupils will identify the audience, purpose and form of persuasive writing and then create a leaflet, letter, poster, speech, newspaper article or feature for a children's radio or TV programme. Pupils will use a range of organisational devices to build up cohesion and effect. Pupils will evaluate their writing and propose changes to grammar, punctuation and vocabulary to make it more effective. 	
Key questions <ul style="list-style-type: none"> Who is my writing aimed at? What am I trying to tell them? Have I used the most appropriate language I can to suit my purpose? Have I used language devices to capture my audience's interest? 	Resources <ul style="list-style-type: none"> Slideshow 2 – Stories from Haiti: from 2011. Sticky notes in two different colours. Pupils' writing from previous lessons (lessons 7, 8 and 10). <i>Earthquake information gap</i> (lesson 2) / <i>Earthquake definitions</i> (lesson 3). <i>Stories from history</i> (lesson 4) / <i>Introduce me cards</i> (lesson 9). Background notes for teachers. Optional resources <ul style="list-style-type: none"> Persuasive writing – checklist for leaflets. 	
Curriculum links		
England <ul style="list-style-type: none"> Pupils write for different purposes, with their audience in mind. Pupils retrieve and present information from a non-fiction text. Pupils discuss words and phrases that capture the reader's interest. 	Wales Writing Skills: <ul style="list-style-type: none"> Pupils should be given opportunities to communicate in writing and to: use a range of sentence structures, linking them coherently and developing the ability to use paragraphs effectively; choose and use appropriate vocabulary; use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses. Writing Range: <ul style="list-style-type: none"> Writing for a range of real or imagined audiences. Writing in a range of forms. Reading Skills: <ul style="list-style-type: none"> Retrieve and collate information and ideas from a range of sources including printed, visual, audio, media, ICT and drama in performance. 	Scotland <ul style="list-style-type: none"> I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. <p style="text-align: right;">LIT 2-29a</p>

Activity outline

Starter (10 mins)

Working wall update

- Divide the class into four groups. Give each pupil three sticky notes, two of one colour and one of another. Pupils will be using the sticky notes to write down some of the stories they have learnt about Haiti since lesson 1, with each group focusing on a different story. Explain that each pupil should use one sticky note for their favourite story generally, and the other two for writing stories according to the group they are in. Allocate one group to focus on each of the following: historical, geographical, media and survivors' stories. Give pupils time to discuss and share their ideas before writing on their sticky notes.
- Ask pupils to add their sticky notes to the working wall. This will allow them to compare what they knew at first and what they know now.
- When pupils have finished adding their sticky notes to the display, select pupils to share some of their favourite stories with the class. Why were these stories their favourites? Try to compare what they have learnt with their initial thoughts about Haiti.

Activity 11.1 (20 mins)

Planning

- Explain to pupils that they will be spending the rest of this lesson and lesson 12 planning and writing a piece of persuasive writing about Haiti.
- The purpose of the writing is to encourage members of the wider school community not to forget about survivors of the earthquake just because their stories have largely disappeared from the international news. Pupils could include examples of how survivors are still facing challenges as they work to rebuild their country.
- Discuss the different forms of persuasive writing pupils could choose: leaflets (as in lesson 10), letters, posters, speeches, articles for a children's newspaper like *First News* or local newspapers or features for a children's TV or radio news programme.
- Talk with pupils about possible audiences for their writing, likely to be drawn from the school community: other pupils, teachers, parents and carers or governors. Pupils could also write to their local MP or newspaper if they wish.
- In pairs, ask pupils to complete the *Our Haiti story planning grid*.
- Use the Background notes for teachers to give pupils further ideas of what to include in their writing. For example, challenge them to make explicit links between the historical and geographical stories and why so many Haitians were in danger at the time of the earthquake. Encourage pupils to provide plenty of examples to support their arguments alongside quotations from survivors. If pupils have chosen to write leaflets, refer them to the *Persuasive writing checklist*.
- Help pupils draw out their key messages and remind them to keep their intended audience in mind as they choose the language they want to use (for example, using simpler language for a younger pupil audience).

Activity 11.2 (80 mins)*Writing*

- Once pupils have completed their planning, they can begin the writing task. Ask them to write in draft form first so that the final version is high quality. Provide pupils with any writing they have completed in previous lessons and give them access to the *Earthquake information gap* texts (lesson 2), *Earthquake Definition* cards (lesson 3), *Stories from history* (lesson 4) and *Introduce Me* cards (lesson 9). You could also refer them to other pupils' ideas on the wall display.
- Ask pupils to share their writing in draft form and evaluate it. Encourage them to make changes to grammar, punctuation and vocabulary to make it more effective. Pupils should also reflect on whether their writing is appropriate for their chosen audience.
- Share and/or display pupils' final writing (see Further ideas).

Plenary (10 mins)

- Give pupils an opportunity to reflect on their learning from *Stories from Haiti*. Show slides 32-34. How do pupils think the survivors in slides 32 and 33 would feel about Pullman's and Jung's quotations?

Further ideas

- Display pupils' creative pieces and invite the pupils' target audience into the classroom/school to see them. If any pupils chose to write a speech, they could deliver it. Send pupils' letters to local newspapers, *First News* or MPs.
- If pupils could only write one newspaper headline about Haiti now, what would it be? Pupils could write down their ideas in pairs and then share them.



Background notes for teachers

Form of persuasive writing

The persuasive writing could take a wide variety of forms. For example, pupils could prepare a letter, leaflet, speech, poster, article for *First News* or local paper or for a feature for a children's TV or radio news programme recorded using iPads or flip cameras.

Purpose of persuasive writing

It is important that pupils make their own choices for the purpose of their persuasive writing. Persuading others not to forget about earthquake survivors is a suggestion only. However, if you are using this idea, possible titles for pupils' creative pieces could be:

- Don't forget about Haiti!
- Remember Haiti!
- The story in Haiti hasn't ended
- Haiti - the next chapter
- Lest we forget

Material from which pupils can draw

Pupils will find their earlier writing and various materials from previous lessons useful, especially for finding quotations from survivors (see list in Resources).

Information pupils could include

- How survivors' stories do not end when we cease to hear about them in the news: their stories continue as they face the challenges of rebuilding the country.
- Reasons why thinking about survivors in the longer term is important.
- Why it takes time to recover and rebuild following disasters such as the Haitian earthquake.
- How survivors of the earthquake have been working to recover and rebuild.
- Some of the key challenges survivors still face and examples of ways in which they may still require support.
- How the historical and geographical stories of Haiti made the recovery more difficult.
- How the historical and geographical stories of Haiti have made people very resilient.

Our *Story from Haiti* planning grid

<p>We are going to produce a letter / leaflet / speech / poster / feature for a radio or TV programme / article for a newspaper</p> <p><i>(put a ring around the one you'll do)</i></p>	<p>We are going to write for other pupils / parents and carers / governors / teachers / other audience</p> <p><i>(put a ring around the one you'll do)</i></p>
<p>Historical story we want to include:</p>	<p>Geographical information we want to include:</p>
<p>Survivors' stories we want to include:</p>	
<p>Some challenges survivors faced:</p>	<p>How survivors overcame some of these challenges:</p>
<p>Backyard and rooftop gardening story we want to include:</p>	
<p>Key message(s) for audience:</p>	

Persuasive writing – checklist for leaflets

Always remember who you are writing for and what you want them to do! Your writing should be written in the present tense and should contain a mixture of positive and persuasive language, facts, images and quotations from people.

Here is a checklist to use to remind you of what you will need to include. Tick them off as you include them!

Feature	Included
A headline to grab your readers' attention	
Sub-headings	
A point of view clearly and strongly presented in the opening paragraph	
Emotive language (for example, some strong adjectives)	
A well-chosen photograph(s) or picture(s) with caption (s)	
A range of time and causal connectives	
Some statistics	
A quote which emphasises the point you are trying to make	
A clear and strong summing up which tells the reader what they can do	

Remember that the layout of a leaflet is also important. Use paragraphs and include pictures, captions, sub-headings and bullet points in order to break up longer pieces of writing.

Page 1	Background information about the earthquake (pupils could include a brief history timeline or some definitions of earthquake terms).
Pages 2 & 3	Survivors' stories
Page 4	Rooftop gardeners' stories