

# Lesson plan

## Discursive writing practice

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Discursive writing	
<b>Learning objectives</b>	To practise planning for and structuring a discursive piece of writing.
<b>Lesson objectives</b>	<p>Learners will raise their awareness of the importance of a thorough brainstorm and presenting arguments in a convincing order.</p> <p>Learners will appreciate the benefit of pre-empting counter points to build them into their writing plan.</p>
<b>Previous learning</b>	Mind-mapping and other techniques to collate, organise and develop ideas; basic information about structuring a discursive piece of writing.
<b>Additional resources</b>	<p>The differences between discursive and argumentative essays:  <a href="https://classroom.synonym.com/difference-between-discursive-argumentative-essays-35567.html">https://classroom.synonym.com/difference-between-discursive-argumentative-essays-35567.html</a></p> <p><a href="https://onlineenglishgrammar.blogspot.com/2016/05/difference-between-discursive-and.html">https://onlineenglishgrammar.blogspot.com/2016/05/difference-between-discursive-and.html</a></p> <p>Different styles and approaches to discursive writing:  <a href="https://www.bbc.co.uk/bitesize/guides/zpdwmmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zpdwmmn/revision/1</a></p>

Plan	
	Classroom activities
<b>Beginning</b>	<p>Introduce a topic for a discursive essay – choice depends on class interest and teacher material, e.g. Is competition good? / Is fashion important? / Computer games – pros and cons? / Should healthy food cost less than junk food? / Should learners be allowed to have phones at school?</p> <p>Divide class into three groups:</p> <ul style="list-style-type: none"> <li>• fighters (advantages)</li> <li>• saboteurs (disadvantages)</li> <li>• judges</li> </ul>
<b>Middle</b>	<p><b>Prepare for a debate</b></p> <p>Fighters and saboteurs list the advantages and disadvantages in preparation for the debate. They also anticipate the opposite points and lay down in a plan which points come first, and which last. The judges' task is to listen to both groups and take notes to get a good overview of what the parties will be presenting in the following debate. Judges are always eligible for teacher advice, but the other groups should work on their own. Maximum time: 10 minutes.</p> <p>Each group chooses one representative for the debate to be held as a TV/radio interview.</p> <p>Fighter and Saboteur are studio guests, the representative for the judges is the host. Groups get five minutes to prepare their representative. You set up the 'studio'.</p> <p>The fighters start, followed by the saboteurs. Debate for a maximum of 10 minutes. Judge needs to stop each point after one minute. The remaining learners take up seats as the audience and take notes.</p> <p>Class notes are displayed on the board and the judge gives the prize to the 'winners'. They should be able to justify their verdict after this, but sometimes a little support might be needed from their judges' team.</p> <p>Learners copy the title and three arguments into their notebooks or electronic device to be used as revision notes.</p>
<b>Homework</b>	Write <i>one</i> argument into a proper paragraph following the PEE (Point, Evidence, Explanation) rules.

Additional information	
<b>Differentiation: How do you plan to give more support? How do you plan to challenge the more able learners?</b>	Divide the fighters and saboteurs teams to be mixed abilities; more able learners should be in the judges group.
<b>Assessment: How are you planning to check learners' learning?</b>	Homework: Write <i>one</i> argument into a proper paragraph following the PEE (Point, Evidence, Explanation) rules. If needed, allocate single arguments to different learners, so all arguments are covered. Peer marking next lesson, then collect for assessment for learning (AfL).
Reflection and evaluation	
<ul style="list-style-type: none"> <li>• Were the lesson objectives realistic?</li> <li>• What did the learners learn today?</li> <li>• What was the learning atmosphere like?</li> <li>• Did my planned differentiation work well?</li> <li>• Did the timings work?</li> <li>• What changes did I make from my plan and why?</li> </ul>	
Summary and evaluation	
<ul style="list-style-type: none"> <li>• What went really well? (teaching and learning.)</li> <li>• What would have improved the lesson? (teaching and learning.)</li> <li>• What have I learned from this lesson about the class or individuals that will inform my next lesson?</li> </ul>	