

	<h2 style="color: #008000;">Lesson Plan</h2>
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Course title	ESOL with Citizenship	Course level	L1/L2
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Topic	Posters and images	Time	1 hr
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Learning outcomes:

- Understand how images and posters can be used to persuade us to do things
- Identify different reasons to try and persuade people to do something
- Ask questions to confirm understanding.

Discuss how individuals can decide what images and posters mean

<p>Vocabulary:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Poster</td> <td style="width: 33%;">Persuade</td> <td style="width: 33%;">Advertisement</td> </tr> <tr> <td>Respect</td> <td>Image</td> <td></td> </tr> <tr> <td>Leaflets</td> <td>Publicity</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Poster	Persuade	Advertisement	Respect	Image		Leaflets	Publicity					<p>Language Development:</p> <ul style="list-style-type: none"> • I think...I feel...I agree because...I disagree because...I understand, but....What do you think? • Using adjectives to describe feelings/images.
Poster	Persuade	Advertisement											
Respect	Image												
Leaflets	Publicity												

Personal Development, Behaviour & Welfare: Promoting British Values:

- The issues discussed in the session promote a positive mental attitude and a sense of belonging.
- Students discuss the ways political parties, businesses and pressure groups try to persuade us to change our views or behaviour to **understand democracy and individual freedom.**
- Students work together and listen to each other's views to promote **mutual respect and tolerance**

Additional skills - Literacy and language development:

- Students develop literacy and language skills whilst discussing the ways posters persuade us to do things
- Students learn new vocabulary and are able to use it in different contexts

Time	Teacher activity (checking learning against outcomes)	Student activity
10 mins	<p>Posters and images Teacher led discussion of</p> <ul style="list-style-type: none"> • Who uses posters and images e.g. businesses, political parties, pressure groups • Why do they use posters? What do they want to achieve? 	<ul style="list-style-type: none"> • Feedback as part of a class discussion using examples.
15 mins	<p>Teacher puts students into pairs/ threes to study the posters and discuss what each one is trying to do – then leads feedback from the pairs and threes.</p> <p>Teacher asks the students to group the posters according to what they are trying to do</p> <p>Teacher asks students to pick two of the posters to explain how they try to persuade you.</p>	<p>Pairs or threes:</p> <ul style="list-style-type: none"> • Discuss what each poster is trying to do. <p>Feedback to the class from each group</p> <p>Pairs or threes</p> <ul style="list-style-type: none"> • Group the posters according to what they are trying to do <p>Individuals or pairs each pick two posters and writes out what methods they are using to persuade people.</p>
20 mins 15 mins	<p>Students to identify an issue that they care about and design a poster to encourage people to support the issue</p> <p>Teacher asks students to present and explain their posters</p>	<p>Students design a poster in pairs which would persuade people to support their view on a chosen issue</p> <p>Teachers present their posters to the rest of the class</p>

* The suggested timing on the lesson plans are merely for guidance...individual teachers may wish to spend more time on each activity if their students require this.

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