

# PERSUASIVE WRITING

## Digital Footprints

### Lesson Overview:

Students develop a persuasive text responding to the same provocative statement. They learn to justify opinions using evidence and reasoning.

### Learning Outcomes:

By the end of this lesson, students will be able to:

- explain how online actions can lead others to form assumptions
- express and justify a personal viewpoint about digital identity through discussion and persuasive writing
- participate respectfully in a structured discussion, using listening, turn-taking and examples to support their ideas
- reflect on different viewpoints and consider their own responsibility when sharing or posting online.

### Key Words:

Digital footprint, Online identity, Persuasion, Audience, Point of view, Evidence, Justification, Ethical responsibility, Bias, Reputation

### Lesson Resources:

[Lesson Slides](#), [Provocation Video](#), [Writing Template](#)

## Curriculum Links

### Digital Technologies

- Explore how digital systems collect, represent and share data, and how this information can influence the way people are viewed online through text, images and interactions ([AC9TDI6K02](#))
- Explain how digital systems shape online identity, relationships and communities, with a focus on ethical, safe and responsible use ([AC9TDI6P10](#)).

### English

- Create persuasive texts that present a point of view, using evidence, persuasive language and logical structure ([AC9E6LY05](#)).

### Health and Physical Education

- Describe strategies to manage online situations and behaviours to support wellbeing and respectful relationships. ([AC9HP6P04](#))

## LESSON SLIDES

### Introduce:

- Display the statement on screen:  
**"It is fair for others to form opinions about you based on your digital footprint."**
- Create a line across the classroom, labelling the ends: Strongly Agree and Strongly Disagree.
- Students place themselves on the continuum line to reflect their current opinion.
- Invite a few students from different points on the line to share:
- "I stood here because..." Acknowledge all viewpoints neutrally.

Watch [Debating Provocation \(Marty & Fadzai\)](#)

### Explore:

In small groups students:

- brainstorm reasons **for** and **against** the topic, recording these on the graphic organiser.

Choose a position:

- Students move to the second page of the organiser and decide which position they will take: **for** or **against**
- They unpack three clear arguments to support their chosen position.

Persuasive Paragraphs:

Using the final page of the organiser, students develop their arguments into persuasive paragraphs.

### Reflect:

Peer share:

- One strong argument
- One place the writing could be clearer

**Exit Ticket:** "One piece of advice I would give someone about their digital footprint is..."