

# PERSUASIVE WRITING

## Digital Footprints

### Lesson Overview:

Students explore the statement “Who you are online matters just as much as who you are offline.” They discuss how online choices affect real-life relationships and write a persuasive piece that clearly shares an opinion supported by reasons and examples.

### Learning Outcomes:

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

- explain how online choices can affect real-life friendships and play
- share a clear opinion about online behaviour and support it with reasons
- participate respectfully in discussions by listening and responding to others
- reflect on how their own online actions can impact how others feel.

### Key Words

Behaviour, Choices, Digital footprint, Opinion, Reason, Example, Point of view, Persuade, Respect, Responsibility.

### Lesson Resources

[Lesson Slides](#), [Persuasive Writing Template](#)

## Curriculum Links

### Digital Technologies

- Explain how digital systems are used to communicate and how the information shared can affect others (AC9TDI4K01)
- Explain how actions taken in digital environments can have consequences for themselves and others (AC9TDI4P02).

### English

- Create written texts that express an opinion and include reasons and examples to persuade others (AC9E3LY06).
- Understand how language choices can influence how people and ideas are represented (AC9E3LA01).

### Health and Physical Education

- Describe how respectful and inclusive choices in online spaces support positive friendships and teamwork (AC9HP4P02).

## LESSON SLIDES

### Introduce:

- Display the statement below and ask students to spend 1 minute writing their responses:  
**“What makes someone nice to play with?”**
- No talking. Just quick thoughts.
- Invite a few students to share their ideas.
- Record key words on the board (e.g. kind, fair, patient, encouraging)
- Then ask:
  - **Does** this change when we are online?
  - **Should** it change when we are online?
- Reveal the statement:  
**“Who you are online matters just as much as who you are offline.”**
- Explain that today's lesson will help them explore this idea and persuade others, using strong reasons and examples.

### Explore:

- In small groups, students brainstorm reasons **for** and **against** the topic.
- Each student chooses a position. Are they for? Or against? They unpack three clear arguments to support their chosen position.
- Students develop their arguments into persuasive paragraphs.

Note: Each of these steps can be recorded on this planning document if you choose to use it.

### Reflect:

In pairs, each student:

- Reads their persuasive paragraph aloud
- Listens for one piece of advice about online behaviour

Partners respond with:

- “One idea I agree with is...”
- “One idea that made me think is...”

**Exit Ticket:** “One piece of advice I would give someone about being online is...”