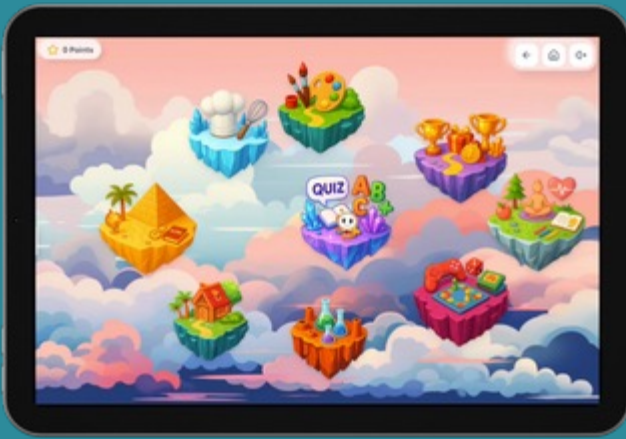


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Rhetorical Devices - Year 6

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THREE WAYS TO PERSUADE

Writers can build trust, stir emotion or use sound reasoning.

ETHOS — TRUST



Build credibility by showing knowledge, experience or reliability.

EXAMPLE

“As library monitors, we have seen how a quiet reading zone helps students focus.”

PATHOS — EMOTION



Connect with the audience's feelings, values or hopes.

EXAMPLE

“Imagine every child having a calm, welcoming place to read.”

LOGOS — LOGIC



Use relevant reasons, facts, examples or evidence.

EXAMPLE

“Our class survey found that 24 of 30 students would use the reading zone.”

Strong persuasion often combines all three appeals.

MAKE THE MESSAGE MEMORABLE

Rhythm and pattern help important ideas stick.

RHETORICAL QUESTION



Ask a question for effect, not because you expect an answer.

EXAMPLE

“Should any student have to learn in a sweltering classroom?”

REPETITION & ANAPHORA

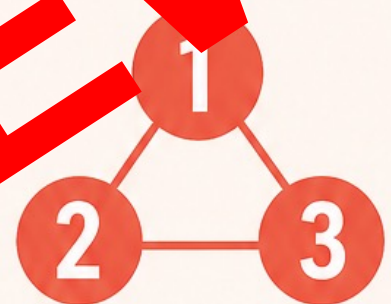


Repeat key words or begin successive clauses in the same way.

EXAMPLE

“We need shade at lunch.
We need shade in sport.
We need shade now.”

RULE OF THREE



Group three related words or ideas to create a satisfying pattern.

EXAMPLE

“A shaded space would be cooler, calmer and safer.”

★ Repeat with purpose: highlight the idea your audience should remember.

MOVE YOUR AUDIENCE TO ACT

Choose language that connects, includes and prompts action.

EMOTIVE LANGUAGE



Use vivid words that stir appropriate feelings or values.

EXAMPLE

“No child should miss the joy of a cool, safe place to learn.”

DIRECT & INCLUSIVE LANGUAGE



Speak to the reader and build unity with you, we, us and our.

EXAMPLE

“Together, we can make our schoolyard safer for everyone.”

COMMAND & CALL TO ACTION



Tell the audience clearly what to do next.

EXAMPLE

“Support the shade plan. Add your voice today.”



Powerful calls to action are specific, realistic and ethical.

CREATE VIVID, STICKY LANGUAGE

Figurative language can make a message easier to picture and remember.

SIMILE



Compare using like or as.

“Shade stretches over the yard like cool green anorexia.”

METAPHOR



Compare by saying one thing is another.

“Our library is a doorway to a thousand worlds.”

HYPERBOLE



Use deliberate exaggeration for emphasis.

“We have waited forever for a safe bike rack!”

ALLITERATION



Repeat initial sounds for rhythm and recall.

“Plant a peaceful, practical pocket park.”

Use figurative language purposefully—not just decoratively.

APPEAL DETECTIVES

Can you uncover how each message persuades?



YOU WILL NEED

- Sorting mat
- 18 evidence cards
- A partner or small group



HOW TO PLAY

- 1 Shuffle the cards and place them face down.
- 2 Take turns reading one card aloud.
- 3 Place it under ETHOS, PATHOS or LOGOS.
- 4 Explain the clue that helped you decide.
- 5 If a card could fit twice, defend your best choice.

THE THREE CLUES



ETHOS

— trust, experience or credibility



PATHOS

— feelings, values or hopes



LOGOS

— reasons, facts or evidence

WORKED EXAMPLE

“Our crossing supervisor has kept students safe for 12 years.”

Answer: ETHOS — the speaker's experience builds trust.



DETECTIVE CHALLENGE

Choose one card. Rewrite it to use a different appeal without changing its main idea.

The strongest answer is the one you can justify.

APPEAL DETECTIVES – SORTING MAT

Place each evidence card under the appeal it uses most strongly. Be ready to justify your choice.



ETHOS
TRUST

credibility • experience • reliability

PLACE CARDS HERE

PATHOS
EMOTION

feelings • values • hopes

PLACE CARDS HERE

 **LOGOS**
LOGIC

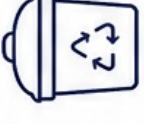
reasons • facts • evidence

PLACE CARDS HERE



What makes this appeal persuasive for its audience?

APPEAL DETECTIVES — EVIDENCE CARDS

1 Our school nurse has worked with children for 15 years. 	Imagine a lunch break with cool shade and calm spaces. 	3 A class survey found that 68 of 80 students support a bottle refill station. 
4 As house captain, I have organised three successful charity days. 	No student should feel out of a lunchtime club. 	6 Shaded surfaces measured 9°C cooler at lunch. 
7 Local firefighters recommend clearing dry leaves from gutters. 	A winning mural would make everyone proud to belong. 	9 One compost bin could divert five buckets of scraps each week. 
10 The garden club knows which native plants thrive here. 	Think of how families would feel at a safer crossing. 	12 The new rack would hold 24 bicycles in the same space. 
13 Our librarian has helped hundreds of students choose just-right books. 	Every rescued book can spark a child's curiosity. 	15 Library loans rose after a weekly book club began. 
16 The crossing supervisor says bright signs help drivers notice. 	Our tired creek needs us to care for it now. 	18 Three short movement breaks take less than 15 minutes in total. 

Cut apart, shuffle and sort. Do not write the appeal on the card.

PITCH PERFECT

Build a persuasive pitch, one smart move at a time.

1 START Pick a purpose. 	2 TOPIC 	3 AUDIENCE 	4 DEVICE 	5 EVIDENCE 	6 WILD 
7 TOPIC 	8 DEVICE 	9 REBUTTAL 	10 AUDIENCE 	11 EVIDENCE 	12 TOPIC 
13 WILD 	14 DEVICE 	15 AUDIENCE 	16 EVIDENCE 	17 REBUTTAL 	18 TOPIC 
19 DEVICE 	20 WILD 	21 AUDIENCE 	22 EVIDENCE 	23 REBUTTAL 	24 FINISH Deliver your pitch! 

HOW TO PLAY

- 1 Shuffle the three card decks.
- 2 Roll and move in numerical order.
- 3 Follow the space and speak for 20–30 seconds.
- 4 A peer checks the success keys.
- 5 First to FINISH wins.

SUCCESS KEYS

- ✓ clear claim
- ✓ audience fit
- ✓ deliberate device
- ✓ relevant support
- ✓ confident delivery

Use the Topic Cards, Device Cards and Recording Sheet.

PITCH PERFECT – TOPIC CARDS

1 A LATER SCHOOL START Argue FOR or AGAINST.	 A SHADED LUNCH AREA Argue FOR or AGAINST.	3 A CLASS PET Argue FOR or AGAINST.
4 A DEVICE-FREE BREAK Argue FOR or AGAINST.	 SCHOOL GARDEN Argue FOR or AGAINST.	6 A LIBRARY UPGRADE Argue FOR or AGAINST.
7 MORE BIKE RACKS Argue FOR or AGAINST.	 A SCHOOLS QUIET ZONE Argue FOR or AGAINST.	9 REUSABLE DRINK BOTTLES Argue FOR or AGAINST.
10 A STUDENT PODCAST Argue FOR or AGAINST.	 EXTRA ARTS TIME Argue FOR or AGAINST.	12 A HOMEWORK-FREE WEEKEND Argue FOR or AGAINST.
13 A READING CHALLENGE Argue FOR or AGAINST.	 A COMMUNITY MURAL Argue FOR or AGAINST.	15 A SAFER SCHOOL CROSSING Argue FOR or AGAINST.
16 A LUNCHTIME CLUB Argue FOR or AGAINST.	 A NATIVE PLANT GARDEN Argue FOR or AGAINST.	18 A SCHOOL CHARITY DAY Argue FOR or AGAINST.

Cut apart, shuffle and draw one topic per round.



PITCH PERFECT — DEVICE CARDS

1

ETHOS

Build trust with expertise or reliability.



3

LOGOS

Use relevant reasons, facts or evidence.



4

RHETORICAL QUESTION

Ask for effect—not an answer.



5

REPETITION

Repeat a key word or phrase.



7

RULE OF THREE

Group three related ideas.



8

EMOTIVE LANGUAGE

Use vivid words to create a feeling word.



10

INCLUSIVE LANGUAGE

Build unity with we, us or our.



11

COMMAND

Tell the audience what to do.



12

CALL TO ACTION

Name the next step clearly.



13

SIMILE

Compare using like or as.



14

METAPHOR

Say one thing is another.



15

HYPERBOLE

Exaggerate deliberately for emphasis.



16

ALLITERATION

Repeat initial sounds.



17

STRONG MODAL VERB

Use must, will or cannot deliberately.



18

REBUTTAL

Answer and overturn an opposing view.



Cut apart, shuffle and draw one device per round.





PITCH PERFECT — RECORDING SHEET



Name:

Partner/group:

Record your strongest thinking from your rounds. Use brief notes, then deliver the pitch aloud.

ROUND 1

Purpose/topic: _____

Audience: _____

Device: _____

Evidence or example: _____

Best line: _____

Peer feedback: _____

ROUND 2

Purpose/topic: _____

Audience: _____

Device: _____

Evidence or example: _____

Best line: _____

Peer feedback: _____

ROUND 3

Purpose/topic: _____

Audience: _____

Device: _____

Evidence or example: _____

Best line: _____

Peer feedback: _____

FINAL REFLECTION

Which choice made your strongest pitch more persuasive, and why?

Signature/initials:

SUCCESS KEYS

☐ clear claim

☐ audience fit

☐ deliberate device

☐ relevant support

☐ confident delivery

MODALITY LADDER CHALLENGE

How certain, forceful or necessary does the message sound?

HOW TO PLAY

- 1 Draw a word card and place it on the ladder.
- 2 Draw a challenge card and use the word on a persuasive sentence.
- 3 Move the sentence UP or DOWN the ladder.
- 4 Explain how the change affects the audience.

LOW MODALITY

possible or uncertain
might • may • could • perhaps

PLACE CARDS HERE

MEDIUM MODALITY

likely or recommended
can • probably • would

PLACE CARDS HERE

HIGH MODALITY

certain or necessary
will • must • definitely • have to

PLACE CARDS HERE

WATCH THE FORCE CHALLENGE

We **might** improve the playground.

We **should** improve the playground.

We **must** improve the playground.

Which version best suits the purpose and audience?

MODALITY LADDER — WORD CARDS

1 might	2 may	3 could	4 perhaps	5 possibly
6 sometimes	7 can	8 likely	9 probably	10 often
11 usually	12 should	13 would	14 ought to	15 expected to
16 will	17 must	18 always	19 definitely	20 certainly
21 clearly	22 have to	23 cannot	24 never	25 unquestionably
26 urgently	27 absolutely	28 is likely to	29 is expected to	30 has no choice but to

Cut apart, shuffle and place each card where its force best fits.

MODALITY LADDER — CHALLENGE CARDS

1 TURN UP THE FORCE



Persuade your class to reduce food waste. Say it once with low modality, then high modality.

2 CHOOSE THE LEVEL



Ask the principal for shaded seating. Which modality level suits a respectful proposal?

3 INVITE



Encourage families to borrow more library books. Avoid sounding bossy.

4 WARN



Convince riders to wear helmets. Make the danger and action clear.

5 PROPOSE



Suggest a trial outdoor lesson. Sound confident but open to discussion.

6 URGE



Ask the council to repair a school crossing. Show that action is necessary.

7 RECOMMEND



Recommend quiet reading time to a friend. Keep the tone warm.

8 INCLUDE



Convince a club to welcome younger students. Build unity.

9 CHANGE THE AUDIENCE



Promote recycling to Year 2 students, then to the local council.

10 CHANGE THE AUDIENCE



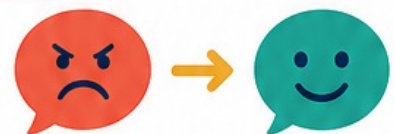
Promote a phone-free break to students, then to families.

11 COMPARE



Use should and must in two water-saving sentences. Explain the difference.

12 REPAIR THE TONE



Create a sentence that is too forceful. Revise it to suit the audience.

Draw a card, choose a word card and justify the modality level.



SPOT THE STRATEGY



Worksheet — Page 1 of 2

Name: _____

Read each persuasive line. Write the PRIMARY device, then underline the exact words that reveal it.

DEVICE BANK

ethos • pathos • logos • rhetorical question • repetition/anaphora • rule of three
emotive language • direct address • inclusive language • command/call to action
metaphor • hyperbole

1. "As the school's garden coordinator for eight years, I know native plants thrive here." Primary device: _____	2. "Do we really want our lunchbox waste to fill another landfill?" Primary device: _____
3. "Bring your bottle. Bring your container. Bring your team spirit." Primary device: _____	4. "The new ramp would help 14 students reach the stage independently." Primary device: _____
5. "Join us today and help us create a safer, stronger playground." Primary device: _____	6. "Our creek is a tired ribbon begging for care." Primary device: _____
7. "You can make a real difference by choosing the reusable option." Primary device: _____	8. "This tiny change will save a mountain of rubbish!" Primary device: _____

QUICK CHALLENGE

Which line combines more than one device? Name one possible second device and explain your choice.



SPOT THE STRATEGY



Worksheet — Page 1 of 2

Name: **ANSWERS**

Read each persuasive line. Write the PRIMARY device, then underline the exact words that reveal it.

DEVICE BANK

ethos • pathos • logos • rhetorical question • repetition/anaphora • rule of three
emotive language • direct address • inclusive language • command/call to action
metaphor • hyperbole

1. "As the school's garden coordinator for eight years, I know native plants thrive here."

Primary device: ethos

2. "Do we really want our lunch to be waste to fill another landfill?"

Primary device: rhetorical question

3. "Bring your bottle. Bring your container. Bring your team spirit."

Primary device: repetition/anaphora

4. "The new ramp would help 14 students reach the stage independently."

Primary device: logos

5. "Join us today and help to create a kinder, safer, stronger playground."

Primary device: command/call to action

6. "Our creek is a tired ribbon begging for care."

Primary device: metaphor

7. "You can make a real difference by choosing the reusable option."

Primary device: direct address

8. "This tiny change will save a mountain of rubbish!"

Primary device: hyperbole

QUICK CHALLENGE

Which line combines more than one device? Name one possible second device and explain your choice.

Line 5 also uses the rule of three in "kinder, safer, stronger".

The three adjectives create rhythm and make the benefits memorable.

Other justified combinations are possible.

SPOT THE STRATEGY

Name: _____

Worksheet — Page 2 of 2

For each mini-advert, identify TWO rhetorical devices. Quote the evidence and explain the effect of ONE device.

A. BORROW A BOOK, BUILD A WORLD

Audience: students



"Why stare at the same four walls? Open a book and step into another world. Join the reading challenge today—your next adventure is waiting."

Device 1: _____

Evidence: _____

Device 2: _____

Evidence: _____

Effect: This influences the audience by _____

B. REFILL, NOT LANDFILL

Audience: families



"Each refill saves one bottle. Each refill saves money. Each refill protects our future. We must choose refill stations."

Device 1: _____

Evidence: _____

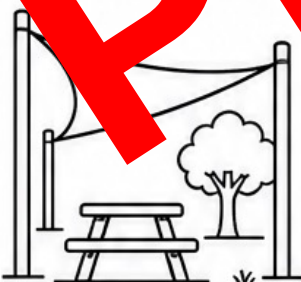
Device 2: _____

Evidence: _____

Effect: This influences the audience by _____

C. SHADE OUR SCHOOL

Audience: principal and school council



"As our school nurse, I have seen heat drain students' energy. A shaded yard would be cooler, calmer and safer. Support the shade plan."

Device 1: _____

Evidence: _____

Device 2: _____

Evidence: _____

Effect: This influences the audience by _____

COMPARE & JUSTIFY

Which mini-advert is most effective for its stated audience? Use precise evidence.

SPOT THE STRATEGY

Name: **ANSWERS**

Worksheet — Page 2 of 2

For each mini-advert, identify TWO rhetorical devices. Quote the evidence and explain the effect of ONE device.

A. BORROW A BOOK, BUILD A WORLD

Audience: students



“Why stare at the same four walls? Open a book and step into another world. Join the reading challenge today—your next adventure is waiting.”

Device 1: rhetorical question

Evidence: “Why stare at the same four walls?”

Device 2: metaphor

Evidence: “step into another world”

Effect: The question makes students consider freedom; the metaphor frames reading as an adventure.

B. REFILL, NOT LANDFILL

Audience: families



“Each refill saves one bottle. Each refill saves money. Each refill protects our future. We must choose refill stations.”

Device 1: repetition / anaphora

Evidence: “Each refill” begins three sentences.

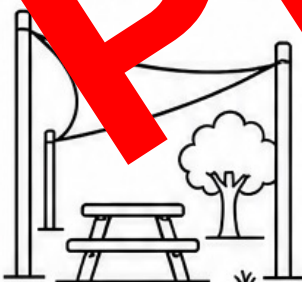
Device 2: strong modal verb

Evidence: “We must choose refill stations now.”

Effect: Repetition reinforces the benefits; must creates urgency.

C. SHADE OUR SCHOOL

Audience: principal and school council



“As our school nurse, I have seen heat drain students’ energy. A shaded yard would be cooler, calmer and safer. Support the shade plan.”

Device 1: ethos

Evidence: “As our school nurse”

Device 2: rule of three

Evidence: “cooler, calmer and safer”

Effect: Expertise builds trust, while three benefits make the proposal memorable.

COMPARE & JUSTIFY

Which mini-advert is most effective for its stated audience? Use precise evidence.

- ~~– C is highly effective for the principal and council because the nurse’s experience builds credibility. —~~
- ~~– The clear trio of benefits supports the practical request, and “Support the shade plan” names the action. —~~
- ~~– Other well-justified choices are acceptable. —~~

WORD POWER AND MODALITY

Worksheet — Page 1 of 2



Name: _____

Replace the TWO underlined vague words or phrases in each sentence.
Then rewrite the whole message so it sounds precise and persuasive.



PRECISION BANK

welcoming • thriving • diverse • inspiring • dangerous • install •
hydrated • measurable • accessible • reduce

1 Original:

"A new garden would be nice and make the yard good."

Replacement 1: _____

Replacement 2: _____

Persuasive rewrite:

2 Original:

"The library has lots of books and great service."

Replacement 1: _____

Replacement 2: _____

Persuasive rewrite:

3 Original:

"The crossing is bad, so the council
should do something."

Replacement 1: _____

Replacement 2: _____

Persuasive rewrite:

4 Original:

"The refill station will help people and
make a big difference."

Replacement 1: _____

Replacement 2: _____

Persuasive rewrite:



LEVEL UP

Choose one rewrite. Add a deliberate rhetorical device and label it.

WORD POWER AND MODALITY

Worksheet — Page 1 of 2



Name: ANSWERS

Replace the TWO underlined vague words or phrases in each sentence.
Then rewrite the whole message so it sounds precise and persuasive.



PRECISION BANK

welcoming • thriving • diverse • inspiring • dangerous • install •
hydrated • measurable • accessible • reduce

1 Original:

"A new garden would be nice and make the yard good."

Replacement 1: welcoming

Replacement 2: thriving

Persuasive rewrite:

A welcoming native garden would transform
the bare yard into a thriving outdoor learning space.

2 Original:

"The library has lots of books and great things."

Replacement 1: diverse collection

Replacement 2: inspiring learning hub

Persuasive rewrite:

Our library offered a diverse collection in an
inspiring learning hub for every student.

3 Original:

"The crossing is bad, so the council
should do something."

Replacement 1: dangerous

Replacement 2: install flashing signs

Persuasive rewrite:

The crossing is dangerous, so the council
must install flashing signs before someone is hurt.

4 Original:

"The refill station will help people and
make a big difference."

Replacement 1: keep us hydrated

Replacement 2: cut bottle waste

Persuasive rewrite:

The refill station will keep students hydrated
and reduce hundreds of disposable bottles.



LEVEL UP

Choose one rewrite. Add a deliberate rhetorical device and label it.

"Must we keep sending hundreds of bottles to landfill? Install the refill station now."

Devices: rhetorical question and command/call to action.

WORD POWER AND MODALITY

Worksheet — Page 2 of 2

Name: _____

Modality shows how possible, likely, certain or necessary an idea sounds. Stronger is not always better: choose the force that suits the purpose and audience.



A. CHOOSE WITH PURPOSE

Choose *might*, *should* or *must*. Then state the intended level: low, medium or high.

- To a friend:
"You _____ try the debate club; it could build your confidence."
Modal verb: _____ Level: _____
- In a safety rule:
"Visitors _____ sign in at the office."
Modal verb: _____ Level: _____
- In a book recommendation:
"You _____ read this graphic novel; its characters are unforgettable."
Modal verb: _____ Level: _____
- In a prediction:
"Planting shade trees _____ lower surface temperatures."
Modal verb: _____ Level: _____
- In an urgent water-saving message:
"We _____ repair the leaking tap today."
Modal verb: _____ Level: _____
- In a respectful class proposal:
"We _____ take two short movement breaks."
Modal verb: _____ Level: _____

B. CONTROL THE FORCE

Rewrite each phrase at the stated level. Add detail so it sounds persuasive.

- LOW:** The class uses reusable containers.

- MEDIUM:** Families attend reading night.

- HIGH:** The council repairs the crossing.

C. EXPLAIN THE EFFECT

How does the message change from "We might act" to "We should act" to "We must act"?

WORD POWER AND MODALITY

Worksheet — Page 2 of 2

Name: ANSWERS

Modality shows how possible, likely, certain or necessary an idea sounds. Stronger is not always better: choose the force that suits the purpose and audience.



A. CHOOSE WITH PURPOSE

Choose *might*, *should* or *must*. Then state the intended level: low, medium or high.

- To a friend:
"You might try the debate club; it could build your confidence."
Modal verb: might Level: low
- In a safety rule:
"Visitors must sign in at the office."
Modal verb: must Level: high
- In a book recommendation:
"You should read this graphic novel; its characters are unforgettable."
Modal verb: should Level: medium
- In a prediction:
"Planting shade trees might lower surface temperatures."
Modal verb: might Level: low
- In an urgent water-saving message:
"We must repair the leaking tap today."
Modal verb: must Level: high
- In a respectful class proposal:
"We should take two minutes for silent breathing."
Modal verb: should Level: medium

B. CONTROL THE EFFECT

Rewrite each phrase at the stated level. Add detail so it sounds persuasive.

- LOW:** The school uses reusable containers.
The school might use reusable containers to reduce lunchbox waste.
- MEDIUM:** Families attend reading night.
Families should attend reading night to discover new books together.
- HIGH:** The council repairs the crossing.
The council must repair the dangerous crossing before another near miss.

C. EXPLAIN THE EFFECT

How does the message change from "We might act" to "We should act" to "We must act"?

- "Might" presents action as possible and leaves the most choice.
- "Should" recommends action and adds moderate pressure.
- "Must" presents action as necessary or urgent, so it creates the greatest force.
- The best choice depends on purpose, audience and evidence.

AUDIENCE MATTERS

Worksheet — Page 1 of 2

Name: _____

THE COMMUNITY LEARNING HUB

An unused building could become a community learning hub.
Match each argument to the audience it would persuade most effectively.
One argument is a DECOY: cross it out.

AUDIENCES

- A — younger children
- B — families
- C — teachers
- D — local businesses
- E — local council
- F — teenagers

ARGUMENTS

- | | |
|--------------------------|--|
| ☐ | 1. "An after-school coding and media lab would give teens a place to create ambitious projects." |
| ☐ | 2. "Weekly story time and play-based discovery would give young children a safe, welcoming place to learn." |
| ☐ | 3. "Free workshops and shared resources would help families learn together without extra cost." |
| ☐ | 4. "Bookable meeting rooms and a teacher resource library would support lesson planning and community partnerships." |
| ☐ | 5. "The hub would activate an empty building and advance the council's goal of accessible local services." |
| ☐ | 6. "Local businesses could sponsor sessions to showcase careers and meet future talent." |
| ☐ | 7. "It would be amazing because everyone likes fun buildings." |

Write the best audience for each box. Cross out the decoy.

JUSTIFY THE MATCH

Argument number: _____ Audience letter: _____

Why is this detail persuasive for that audience?

IMPROVE THE DECOY

Rewrite the decoy for ONE named audience.

Audience: _____

AUDIENCE MATTERS

Worksheet — Page 1 of 2

Name: **ANSWERS**

THE COMMUNITY LEARNING HUB

An unused building could become a community learning hub.
Match each argument to the audience it would persuade most effectively.
One argument is a DECOY: cross it out.

AUDIENCES

- A — younger children
- B — families
- C — teachers
- D — local businesses
- E — local council
- F — teenagers

ARGUMENTS

- | | |
|---|--|
| F | 1. "An after-school coding and media lab would give teens a place to create ambitious projects." |
| A | 2. "Weekly story time and play-based discovery would give young children a safe, welcoming place to learn." |
| B | 3. "Free workshops and shared resources would help families learn together without extra cost." |
| C | 4. "Bookable meeting rooms and a teacher resource library would support lesson planning and community partnerships." |
| E | 5. "The hub would activate an empty building and advance the council's goal of accessible local services." |
| D | 6. "Local businesses could sponsor sessions to showcase careers and meet future talent." |
|  | 7. "It would be amazing because everyone likes fun buildings." |

Write the best audience for each box. Cross out the decoy.

JUSTIFY THE MATCH

Argument number: 5 Audience letter: E

Why is this detail persuasive for that audience?

The council is responsible for accessible local services and public assets.

Argument 5 links the hub to both goals, so it speaks directly to council priorities.

IMPROVE THE DECOY

Rewrite the decoy for ONE named audience.

Audience: teenagers

"A media studio, study lounge and after-school workshops would give teenagers a practical place to create, learn and connect."

AUDIENCE MATTERS

Name: _____

Worksheet — Page 2 of 2

ONE PURPOSE, THREE AUDIENCES

Persuade each audience to support a weekly
CAR-FREE SCHOOL GATE MORNING.

Change the tone, evidence and
rhetorical devices to suit the reader.

CLASSROOM SCENARIO DATA

- During a trial, car arrivals within 200 metres fell from 73 to 29.
- Staff counted 18 more students walking or cycling.
- Nearby residents reported fewer blocked driveways.
- A supervised drop-off point remained open for accessibility needs.



AUDIENCE 1 — THE PRINCIPAL

Approve a four-week trial.

Tone: _____

Best evidence: _____

Device: _____

Message:



AUDIENCE 2 — YEAR 2 STUDENTS

Encourage children to join safely.

Tone: _____

Best evidence: _____

Device: _____

Message:



AUDIENCE 3 — NEARBY RESIDENTS

Gain community support.

Tone: _____

Best evidence: _____

Device: _____

Message:

AUDIENCE CHECK

Underline one choice that changes across your messages. Explain why it changes.

AUDIENCE MATTERS

Name: ANSWERS

Worksheet — Page 2 of 2

ONE PURPOSE, THREE AUDIENCES

Persuade each audience to support a weekly CAR-FREE SCHOOL GATE MORNING.
Change the tone, evidence and rhetorical devices to suit the reader.

CLASSROOM SCENARIO DATA

- During a trial, car arrivals within 200 metres fell from 73 to 29.
- Staff counted 18 more students walking or cycling.
- Nearby residents reported fewer blocked driveways.
- A supervised drop-off point remained open for accessibility needs.



AUDIENCE 1 — THE PRINCIPAL

Approve a four-week trial.

Tone: formal and respectful	Best evidence: car arrivals fell from 73 to 29	Device: logos
------------------------------------	---	----------------------

Message:

Principal, a four-week car-free trial should continue.
During the first morning, car arrivals within 200 metres fell from 73 to 29,
while accessibility drop-off remained open. This evidence suggests the trial can
reduce congestion without excluding families. Please approve the trial and review the results.



AUDIENCE 2 — YEAR 2 STUDENTS

Encourage children to join safely.

Tone: upbeat and friendly	Best evidence: 18 more students walked or cycled	Device: inclusive language
----------------------------------	---	-----------------------------------

Message:

Let's walk, wheel or ride together. Eighteen more students joined the trial.
You can travel with your family, friends and bikes to make the gate calmer.
Bring your helmet, follow the supervised drop-off and join us next Wednesday.



AUDIENCE 3 — NEARBY RESIDENTS

Gain community support.

Tone: congratulate and reassuring	Best evidence: fewer blocked driveways	Device: direct address
--	---	-------------------------------

Message:

Nearby residents reported fewer blocked driveways during the trial.
We understand your streets must stay accessible and calm.
With supervised drop-off still open, the morning can reduce traffic while meeting essential needs.
Please support the four-week trial and share your feedback.

AUDIENCE CHECK

Underline one choice that changes across your messages. Explain why it changes.

The tone, evidence and device change because each audience has different needs and knowledge.
The principal needs measurable results, children need clear inclusive language,
and residents need reassurance about local access.

BUILD THE ARGUMENT

Worksheet — Page 1 of 2



Name: _____



CLAIM

Our school should create a shaded outdoor learning space.



Classify each support as mainly **ETHOS**, **PATHOS** or **LOGOS**.
Then rank the **THREE** strongest supports for the principal.

Support	Main appeal	Top-three rank
A. "Our facilities manager confirms that shade posts can be installed without blocking accessible paths."	Main appeal: _____	Rank, if chosen: _____
B. "Imagine a science lesson outdoors, with cool air and room to think."	Main appeal: _____	Rank, if chosen: _____
C. "On three summer lunch days, unshaded paving reached 47°C while a shaded area reached 35°C."	Main appeal: _____	Rank, if chosen: _____
D. "In a survey of 96 students, 81 said they would use an outdoor learning space."	Main appeal: _____	Rank, if chosen: _____
E. "The school nurse explains that prolonged heat can worsen fatigue and headaches."	Main appeal: _____	Rank, if chosen: _____
F. "No learner should have to choose between fresh air and learning."	Main appeal: _____	Rank, if chosen: _____

★ SELECT YOUR STRONGEST THREE

1. Support letter: _____

Why it is strong for the principal:

2. Support letter: _____

Why it is strong for the principal:

3. Support letter: _____

Why it is strong for the principal:

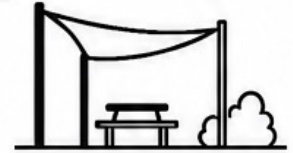


BALANCE THE APPEALS

Do your top three use more than one kind of appeal? Why might a balanced argument be stronger?

BUILD THE ARGUMENT

Worksheet — Page 1 of 2



Name: **ANSWERS**



CLAIM

Our school should create a shaded outdoor learning space.



Classify each support as mainly **ETHOS**, **PATHOS** or **LOGOS**.
Then rank the **THREE** strongest supports for the principal.

Support	Main appeal	Top-three rank
A. "Our facilities manager confirms that shade posts can be installed without blocking accessible paths."	Main appeal: ethos	Rank, if chosen: _____
B. "Imagine a science lesson outdoors, with cool air and room to think."	Main appeal: pathos	Rank, if chosen: _____
C. "On three summer lunch days, unshaded paving reached 47°C while a shaded area reached 35°C."	Main appeal: logos	Rank, if chosen: 1
D. "In a survey of 96 students, 81 said they would use an outdoor learning space."	Main appeal: logos	Rank, if chosen: _____
E. "The school nurse explains that prolonged heat can worsen fatigue and headaches."	Main appeal: ethos	Rank, if chosen: 3
F. "No learner should have to choose between fresh air and learning."	Main appeal: pathos	Rank, if chosen: _____

★ SELECT YOUR STRONGEST THREE

1. Support letter: **C**

Why it is strong for the principal:

Measured temperatures show a clear 12°C difference and establish the need.

2. Support letter: **A**

Why it is strong for the principal:

The manager's expertise answers feasibility and accessibility concerns.

3. Support letter: **E**

Why it is strong for the principal:

The nurse's health knowledge explains how heat can affect learning.



BALANCE THE APPEALS

Do your top three use more than one kind of appeal? Why might a balanced argument be stronger?

Yes. Logos supplies measurable proof, while ethos adds credible expert judgement.

Together, they address both evidence and practical feasibility.

Other well-justified rankings are acceptable.

BUILD THE ARGUMENT

Worksheet — Page 2 of 2

Name: _____

Task: Construct one persuasive paragraph for the claim:

“Our school should create a shaded outdoor learning space.”



EVIDENCE BANK

- Unshaded paving: 47°C; shaded area: 35°C.
- Facilities manager: posts can avoid accessible paths.
- Student survey: 81 of 96 would use the space.



DEVICE BANK

- rhetorical question • rule of three •
- strong modal verb • direct address •
- call to action

PLAN WITH PEEL

P — POINT

State the reason clearly.

E — EVIDENCE

Select and introduce relevant support.

E — EXPLANATION

Explain how the evidence proves the point

L — LINK

Link the point to the conclusion.

COUNTERARGUMENT + REBUTTAL

Some people may argue: _____

However: _____

WRITE THE PARAGRAPH

EDITING CHECK

- | | | | |
|---|--|--|--|
| ☐ clear point | ☐ relevant evidence | ☐ explanation | ☐ deliberate device |
| ☐ counterargument and rebuttal | ☐ complex sentence | ☐ accurate punctuation and spelling | |

BUILD THE ARGUMENT

Worksheet — Page 2 of 2

Name: ANSWERS

Task: Construct one persuasive paragraph for the claim:

“Our school should create a shaded outdoor learning space.”



EVIDENCE BANK

- Unshaded paving: 47°C; shaded area: 35°C.
- Facilities manager: posts can avoid accessible paths.
- Student survey: 81 of 96 would use the space.



DEVICE BANK

- rhetorical question
- rule of three
- strong modal verb
- direct address
- call to action

PLAN WITH PEEL

P — POINT

State the reason clearly.

A shaded outdoor
space is necessary for
safer, more effective
learning.

E — EVIDENCE

Select and introduce relevant support.

Unshaded paving
reached 47°C; a
shaded area reached
35°C.

E — EXPLANATION

Explain how the evidence proves the point.

The 12°C difference
shows that shade can
reduce heat exposure
and help students focus.

L — LINK

Link the point to the conclusion.

Shaded outdoor learning
is cooler, calmer and
safer.

COUNTERARGUMENT + REBUTTAL

Some people may argue: construction could disrupt access.

However: the facilities manager confirms that shade posts can avoid accessible paths.

WRITE THE PARAGRAPH

Our school must create a shaded outdoor learning space because extreme heat restricts
safe, effective learning. On three summer lunch days, unshaded paving reached 47°C, while
a shaded area reached 35°C. This 12°C difference provides clear evidence that shade can
reduce students' heat exposure and make outdoor lessons more usable. Some people may
argue that construction would disrupt access; however, the facilities manager confirms that
posts can avoid accessible paths. Should we ignore a practical solution when the evidence
is so clear? A shaded space would be cooler, calmer and safer. Approve the plan and give
every student a better place to learn.

EDITING CHECK

- | | | | |
|--|---|---|---|
| ☒ clear point | ☒ relevant evidence | ☒ explanation | ☒ deliberate device |
| ☒ counterargument and rebuttal | ☒ complex sentence | ☒ accurate punctuation and spelling | |

RHYTHM AND EMPHASIS

Worksheet — Page 1 of 2

Name: _____



RHETORICAL OR GENUINE?

A genuine question asks for information. A rhetorical question is asked for effect and does not require an answer.

A. CLASSIFY

Write **G** for genuine or **R** for rhetorical. Then underline the clue that helped you decide.



1.	☐	"What time does the library close?"
2.	☐	"Who would want to learn in a sweltering room?"
3.	☐	"How many bins does the school currently have?"
4.	☐	"Should a safe crossing really be optional?"
5.	☐	"Which day is rehearsal?"
6.	☐	"Can we afford to ignore a problem that affects every family?"

B. COMPOSE FOR AN AUDIENCE

Write one purposeful rhetorical question for each prompt.



1 Audience: classmates Purpose: persuade the class to start a recycling program	2 Audience: local community Purpose: encourage people to protect native trees	3 Audience: principal Purpose: request a quiet lunchtime space
--	--	---

C. EXPLAIN THE EFFECT

Choose your strongest question. What answer does it imply, and how could it influence the audience?





A rhetorical question should guide thinking—not confuse or shame the audience.

RHYTHM AND EMPHASIS

Worksheet — Page 1 of 2

Name: **ANSWERS**



RHETORICAL OR GENUINE?

A genuine question asks for information. A rhetorical question is asked for effect and does not require an answer.

A. CLASSIFY

Write **G** for genuine or **R** for rhetorical. Then underline the clue that helped you decide.



1.	G	" <u>What time</u> does the library close?"
2.	R	" <u>Who would want</u> to learn in a sweltering room?"
3.	G	" <u>How many</u> bins does the school currently have?"
4.	R	"Should a safe crossing <u>really</u> be optional?"
5.	G	" <u>Which day</u> is rehearsal?"
6.	R	" <u>Can we afford to ignore</u> a problem that affects every family?"

B. COMPOSE FOR AN AUDIENCE

Write one purposeful rhetorical question for each prompt.



1 Audience: classmates Purpose: persuade the class to start a recycling program Why was a clean sheet with a blank side is ready to use?	2 Audience: local community Purpose: encourage people to protect native trees Do we want future generations to inherit streets without native shade?	3 Audience: principal Purpose: request a quiet lunchtime space Wouldn't a calm lunchtime space help students return to class ready to learn?
--	--	--

C. EXPLAIN THE EFFECT

Choose your strongest question. What answer does it imply, and how could it influence the audience?



Question 3 implies that a calm space would support learning.

It invites the principal to picture a positive classroom benefit,

and its respectful wording makes the request sound reasonable rather than demanding.

Other purposeful questions and explanations are acceptable.



A rhetorical question should guide thinking—not confuse or shame the audience.

RHYTHM AND EMPHASIS

Worksheet — Page 2 of 2

Name: _____

PATTERN TOOLS



REPETITION —
repeat a key word
or phrase.



ANAPHORA —
repeat at the start
of successive clauses.



RULE OF THREE —
group three
related ideas.

Transform each plain line into a stronger persuasive message. Use the assigned technique for 1–3; choose and label a technique for 4–6.

1. Assigned: REPETITION

Plain line: “We need more shade.”

Persuasive transformation:

2. Assigned: ANAPHORA

Plain line: “Reading helps us learn.”

Persuasive transformation:

3. Assigned: RULE OF THREE

Plain line: “The bike rack is useful.”

Persuasive transformation:

4. Plain line: “A clean creek matters.”

Technique: _____

Persuasive transformation:

5. Plain line: “Join the school garden.”

Technique: _____

Persuasive transformation:

6. Plain line: “The library should stay open later.”

Technique: _____

Persuasive transformation:

EXPLAIN THE EFFECT

Transformation number: _____

How does this pattern change the rhythm, emphasis or memorability?

COMBINE TWO

Choose one transformation. Add a second rhetorical device and label both.

RHYTHM AND EMPHASIS

Worksheet — Page 2 of 2

Name: **ANSWERS**

PATTERN TOOLS



REPETITION —
repeat a key word
or phrase.



ANAPHORA —
repeat at the start
of successive clauses.



RULE OF THREE —
group three
related ideas.

Transform each plain line into a stronger persuasive message. Use the assigned technique for 1–3; choose and label a technique for 4–6.

1. Assigned: **REPETITION**

Plain line: “We need more shade.”

Persuasive transformation:

**We need shade at lunch, shade in lessons
and shade now.**

2. Assigned: **ANAPHORA**

Plain line: “Reading helps us learn.”

Persuasive transformation:

**Reading opens minds. Reading builds
empathy. Reading connects us.**

3. Assigned: **RULE OF THREE**

Plain line: “The bike rack is useful.”

Persuasive transformation:

**The new bike rack is secure, spacious
and accessible.**

4. Plain line: “A clean creek matters.”

Technique: **repetition/rule of three**

Persuasive transformation:

**A clean creek means clean water, clean
habitat and clean nature.**

5. Plain line: “Join the school garden.”

Technique: **rule of three**

Persuasive transformation:

Join the garden to plant, learn and grow.

6. Plain line: “The library should stay open later.”

Technique: **anaphora**

Persuasive transformation:

**Keep the library open for students who
study. Keep it open for families who read.
Keep it open for our community.**

EXPLAIN THE EFFECT

Transformation number: **2**

How does the pattern change the rhythm, emphasis or memorability?

Repeating “Reading” at the start creates a steady beat and emphasises each benefit.

The pattern makes the message easier to follow and remember.

COMBINE TWO

Choose one transformation. Add a second rhetorical device and label both.

“Why wait? Join the garden to plant, learn and grow.”

Devices: rhetorical question and rule of three, with a call to action.



TRANSFORM THE TEXT

Worksheet — Page 1 of 3



Name: _____

A COOLER SCHOOLYARD

Read the informative brief. Your final task is to transform its facts into a persuasive campaign message.



INFORMATIVE BRIEF

Banksia Primary's central yard is mostly dark asphalt. At 1 pm on three sunny days, a class investigation recorded an average surface temperature of 46°C on unshaded asphalt and 34°C beneath portable shade. The central yard currently has two small trees and one covered bench that seats eight people. About 120 students use the area during lunch.

In a student wellbeing survey, 72 of 90 respondents said they would like more shaded spaces. The facilities manager identified two possible zones for shade trees or sails. Both options could keep emergency routes and possible paths clear. A four-week trial using portable shade would allow the school to observe use, gather feedback and compare temperatures before deciding on a permanent design.

The figures above are classroom scenarios created for this task.



A. READ THE SITUATION

Likely decision-maker: _____

People affected: _____

Persuasive purpose: _____

Possible claim: _____



B. SELECT THE STRONGEST FACTS

Choose and paraphrase THREE facts that best support your claim. Explain why each matters.

① Fact:

Why it matters:

② Fact:

Why it matters:

③ Fact:

Why it matters:



C. CHECK THE LIMITS

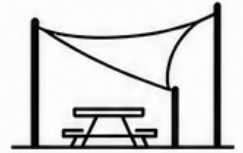
What does the brief NOT prove? _____

What extra evidence would make the campaign stronger? _____



TRANSFORM THE TEXT

Worksheet — Page 1 of 3



Name: **ANSWERS**

A COOLER SCHOOLYARD

Read the informative brief. Your final task is to transform its facts into a persuasive campaign message.



INFORMATIVE BRIEF

Banksia Primary's central yard is mostly dark asphalt. At 1 pm on three sunny days, a class investigation recorded an average surface temperature of 46°C on unshaded asphalt and 34°C beneath portable shade. The central yard currently has two small trees and one covered bench that seats eight people. About 120 students use the area during lunch.

In a student wellbeing survey, 72 of 90 respondents said they would use more shaded spaces. The facilities manager identified two possible zones for shade: trees or sails. Both options could keep emergency routes and accessible paths clear. A four-week trial using portable shade would allow the school to observe use, gather feedback and compare temperatures before deciding on a permanent design.

The figures above are classroom scenarios created for this task.



A. READ THE SITUATION

Likely decision-maker: Principal and school leadership

People affected: students, staff and teachers

Persuasive message: Run a four-week portable-shade trial and plan lasting shade

Possible claim: Banksia Primary should trial portable shade now and use the evidence to create a permanent cooler schoolyard.



B. SELECT THE STRONGEST FACTS

Choose and paraphrase THREE facts that best support your claim. Explain why each matters.

1 Fact:
Unshaded asphalt averaged 46°C; portable shade averaged 34°C.

Why it matters:
The 12°C difference shows that shade can substantially cool the surface.

2 Fact:
72 of 90 students said they would use more shade.

Why it matters:
A strong majority identifies a need and predicts useful participation.

3 Fact:
Two possible zones can keep emergency and accessible paths clear.

Why it matters:
The plan appears practical and can protect essential access.



C. CHECK THE LIMITS

What does the brief NOT prove? It does not prove permanent costs, year-round temperatures or a direct effect on learning.

What extra evidence would make the campaign stronger? Cost estimates, longer temperature records, trial-use observations and staff or health feedback.



TRANSFORM THE TEXT

Worksheet — Page 2 of 3



Name: _____

A COOLER SCHOOLYARD — PERSUASIVE PLAN

Use the informative brief from page 1. Plan a coherent message before drafting.

A. MESSAGE CORE

Audience: _____

Purpose: _____

Claim: _____

Opening hook: _____

B. REASONS AND EVIDENCE

1. Reason: _____

Evidence or example: _____

Why it matters: _____

2. Reason: _____

Evidence or example: _____

Why it matters: _____

3. Reason: _____

Evidence or example: _____

Why it matters: _____

C. DELIBERATE DEVICES

Plan the **FOUR**. Write the exact words you could use.

Device	Exact words	Intended effect

D. ANSWER THE OTHER SIDE

Counterargument: _____

Rebuttal: _____

E. END WITH ACTION

Strong modal verb: _____

Call to action: _____

Planning check:

☐ audience fit

☐ clear structure

☐ relevant evidence

☐ four deliberate devices

☐ rebuttal

☐ purposeful visual



TRANSFORM THE TEXT



Worksheet — Page 2 of 3

Name: **ANSWERS**

A COOLER SCHOOLYARD — PERSUASIVE PLAN

Use the informative brief from page 1. Plan a coherent message before drafting.

A. MESSAGE CORE

Audience: **principal and school leadership**

Purpose: **approve a four-week portable-shade trial**

Claim: **Banksia Primary should trial portable shade now and use the results to plan lasting shade.**

Opening hook: **Would you choose to learn on a surface hot enough to reach 46°C?**

B. REASONS AND EVIDENCE

1. Reason: **Shade can reduce extreme surface heat.**

Evidence or example: **Unshaded asphalt averaged 46°C; portable shade averaged 34°C.**

Why it matters: **A 12°C difference shows the trial could make the school cooler and safer.**

2. Reason: **Students are likely to use more shade.**

Evidence or example: **72 of 90 survey respondents supported more shaded spaces.**

Why it matters: **A strong majority identifies a genuine need.**

3. Reason: **The trial is practical and inclusive.**

Evidence or example: **Two possible designs will keep emergency and accessible paths clear.**

Why it matters: **The school can trial shade without blocking essential access.**

C. DELIBERATE DEVICES

Plan your persuasive message. Write the exact words you could use.

Device	Exact words	Intended effect
Rhetorical question	"Would you choose to learn on a 46°C surface?"	engages the decision-maker
Logos	"46°C compared with 34°C"	provides measurable proof
Rule of three	"cooler, safer and more usable"	makes benefits memorable
Inclusive language	"Together, we can test a better option."	builds shared responsibility

D. ANSWER THE OTHER SIDE

Counterargument: **A trial may use time and resources.**

Rebuttal: **A portable four-week trial limits commitment and gathers evidence before a permanent decision.**

E. END WITH ACTION

Strong modal verb: **must**

Call to action: **Approve the four-week trial and let evidence guide a lasting shade plan.**

Planning check:



audience fit



clear structure



relevant evidence



four deliberate devices



rebuttal



purposeful visual

TRANSFORM THE TEXT

Worksheet — Page 3 of 3

Name: _____



A COOLER SCHOOLYARD — DRAFT AND DESIGN

Transform the informative brief into a persuasive message for the decision-maker.
Use your plan, but improve ideas as you draft.

PERSUASIVE TEXT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

PURPOSEFUL VISUAL CONCEPT

Sketch one visual feature that strengthens—not distracts from—your message. Add a caption or labels.



Caption: _____

FINAL EDIT

- ☐ claim is clear
- ☐ paragraphs follow a logical sequence
- ☐ reasons use relevant evidence
- ☐ counterargument is answered
- ☐ at least four devices are deliberate
- ☐ modality suits the audience
- ☐ complex sentences are controlled
- ☐ vivid/topic-specific vocabulary
- ☐ punctuation and spelling checked
- ☐ visual supports the purpose

REFLECTION

Most effective line:

Why it works:

TRANSFORM THE TEXT

Worksheet — Page 3 of 3

Name: **ANSWERS**



A COOLER SCHOOLYARD — DRAFT AND DESIGN

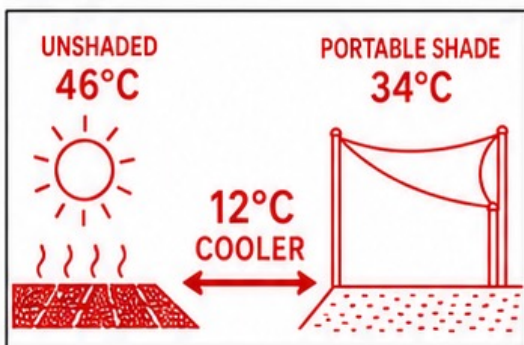
Transform the informative brief into a persuasive message for the decision-maker.
Use your plan, but improve ideas as you draft.

PERSUASIVE TEXT

1. **Would you choose to learn on a surface hot enough to reach 46°C? At Banksia Primary,**
2. **that is not an exaggeration: our class investigation recorded 46°C on unshaded asphalt,**
3. **compared with 34°C beneath portable shade. A 12°C difference could make lunchtime**
4. **and outdoor lessons cooler, safer and more usable. We should not accept avoidable**
5. **heat when a practical trial is available.**
6. **Students want action too. In a wellbeing survey, 72 of 90 respondents said they**
7. **would use more shaded spaces. Together, we can test an action that meets this clear**
8. **need. The facilities manager has already identified two zones where shade can keep**
9. **emergency routes and accessible paths clear.**
10. **Some may argue that a trial would use time and resources. However, four weeks**
11. **of portable shade is a cautious way to gather temperatures, observe use and collect**
12. **feedback before funding a permanent design. Evidence—not guesswork—should**
13. **guide the decision. Banksia Primary must approve the trial now. Give students a cooler**
14. **place to learn, a safer place to play and a fair chance to use the yard.**
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

PURPOSEFUL VISUAL CONCEPT

Sketch one visual feature that strengthens—not distracts from—your message. Add a caption or labels.



Caption: **Shade changed the surface by 12°C in the class investigation.**

FINAL EDIT

- ☒ claim is clear
- ☒ paragraphs follow a logical sequence
- ☒ reasons use relevant evidence
- ☒ counterargument is answered
- ☒ at least four devices are deliberate
- ☒ modality suits the audience
- ☒ complex sentences are controlled
- ☒ vivid/topic-specific vocabulary
- ☒ punctuation and spelling checked
- ☒ visual supports the purpose

REFLECTION

Most effective line:

Evidence—not guesswork—should guide the decision.

Why it works:

The concise contrast emphasises that the proposal is based on measurable evidence.

PLAN A PERSUASIVE CAMPAIGN

Worksheet — Page 1 of 2

Name: _____

Choose an authentic school or community issue. Build a credible argument before selecting rhetorical devices.



CHOOSE A FOCUS

- ☐ create more shaded spaces ☐ reduce food waste
☐ improve a local creek ☐ expand library access ☐ own issue: _____



A. AUDIENCE, PURPOSE AND CLAIM

Specific audience: _____

What matters to this audience? _____

Persuasive purpose: _____

Clear claim: _____



B. THREE REASONS

1. Reason: _____ _____ How it supports the claim: _____ _____ _____	2. Reason: _____ _____ How it supports the claim: _____ _____ _____	3. Reason: _____ _____ How it supports the claim: _____ _____ _____
---	---	---



C. EVIDENCE PLAN

Do not invent evidence. Plan what you need and where a reliable source could provide it.

Evidence needed	Possible reliable source	How it would support the argument



D. THE OTHER SIDE

Likely counterargument: _____

Fair point within it: _____

Rebuttal: _____



E. ETHICAL CHECK

- ☐ evidence can be verified
☐ language is forceful but fair
☐ the audience is not misled
☐ counterargument is represented honestly
☐ requested action is realistic

PLAN A PERSUASIVE CAMPAIGN

Worksheet — Page 2 of 2

Name: _____

Turn your argument into a deliberate written and multimodal plan. Every device and visual choice should serve the audience and purpose.

A. DEVICE BLUEPRINT

Device bank: ethos • pathos • logos • rhetorical question • repetition/anaphora • rule of three • emotive language • direct/inclusive language • command/call to action • figurative language • strong modal verb • rebuttal

Plan at least **FOUR** devices. Write the exact words and intended effect.

Device	Exact words	Intended effect
1.		
2.		
3.		
4.		
5.		

B. PARAGRAPH SEQUENCE

1. Hook + claim _____ _____	2. Reason + evidence _____ _____	3. Reason + evidence _____ _____
4. Reason + evidence _____ _____	5. Counterargument + rebuttal _____ _____	6. Call to action _____ _____

C. VISUAL FEATURE

Form: ☐ poster ☐ letter ☐ article ☐ digital slide ☐ other: _____

Where will the audience see it? _____

Key image, diagram or data display: _____

Caption or label: _____

How the visual strengthens the message: _____

VISUAL ROUGH

D. DRAFT, EDIT, PUBLISH

- ☐ paragraphs are coherent
- ☐ complex sentences are controlled
- ☐ verb groups and modality are deliberate
- ☐ vocabulary is vivid and topic-specific
- ☐ punctuation and spelling are accurate
- ☐ evidence is attributed honestly
- ☐ visual features are purposeful
- ☐ final action is specific and realistic
- ☐ peer feedback considered
- ☐ final version suits the chosen format

Peer feedback:

One strength: _____

One next step: _____

COMMUNITY CHANGE CAMPAIGN

Assessment — Page 1 of 3

Name: _____ Class: _____ Date: _____

PART A — ANALYSE A CAMPAIGN MESSAGE

Read the message, then answer every question using precise evidence.

OPEN THE GATES TO READING

“Would you leave a library silent when 63 students are waiting for a place in our after-school reading club? As student librarians, we see the demand every week. A late-opening trial would offer quiet tables, reliable internet and expert help.

Some may worry about staffing; however, one supervised afternoon for four weeks would let the school measure attendance before making a long-term decision. We must test the idea. Approve the trial and give every reader room to grow.”

ONE AFTERNOON. FOUR WEEKS. REAL EVIDENCE.



1. Identify the likely audience and persuasive purpose. [2 marks]

2. State the main claim in your own words. [1 mark]

3. Identify FOUR rhetorical devices. Quote evidence for each. [8 marks]

Device	Quoted evidence
1.	
2.	

4. Explain how ONE device could influence the audience. [2 marks]

5. Identify the modal choice in “We must test the idea.” Explain its effect. [2 marks]

6. Name ONE paragraph or sentence feature that improves cohesion or emphasis. [2 marks]

7. Suggest ONE different visual feature and explain how it would strengthen the message. [3 marks]

PART A TOTAL: ____ / 20

COMMUNITY CHANGE CAMPAIGN

Assessment — Page 1 of 3

Name: _____ **ANSWERS** Class: **MARKING GUIDE** Date: _____

PART A — ANALYSE A CAMPAIGN MESSAGE

Read the message, then answer every question using precise evidence.

OPEN THE GATES TO READING

“Would you leave a library silent when 63 students are waiting for a place in our after-school reading club? As student librarians, we see the demand every week. A late-opening trial would offer quiet tables, reliable internet and expert help.

Some may worry about staffing; however, one supervised afternoon for four weeks would let the school measure attendance before making a long-term decision. We must test the idea. Approve the trial and give every reader room to grow.”



ONE AFTERNOON. FOUR WEEKS. REAL EVIDENCE

1. Identify the likely audience and persuasive purpose. [2 marks]

Audience: the principal or school leadership. _____

Purpose: persuade them to approve a four-week late-opening library trial. _____ [2/2]

2. State the main claim in your own words. [1 mark]

The school should test one supervised late-opening afternoon for four weeks. _____ [1/1]

3. Identify FOUR rhetorical devices. Quote evidence for each. [8 marks]

Device	Quoted evidence
1. Rhetorical question	“Would you leave a library silent...?”
2. Evidence	“As student librarians, we see the demand every week.”
Logic	“63 students are waiting”
Rule of three	“quiet tables, reliable internet and expert help”

 [8/8]

4. Explain how ONE device could influence the audience. [2 marks]

The rhetorical question implies that leaving the library unused would be unreasonable. _____

It makes the decision-maker consider the contradiction before the claim is stated. _____ [2/2]

5. Identify the modal choice in “We must test the idea.” Explain its effect. [2 marks]

Must is a high-modality verb. It presents the trial as necessary and adds urgency. _____ [2/2]

6. Name ONE paragraph or sentence feature that improves cohesion or emphasis. [2 marks]

“Some may worry...; however...” links a counterargument to a rebuttal. _____

This improves cohesion and makes the argument sound fair-minded. _____ [2/2]

7. Suggest ONE different visual feature and explain how it would strengthen the message. [3 marks]

A simple four-week calendar with attendance tally boxes would clarify the trial length _____

and show how evidence could be gathered over time. _____ [3/3]

PART A TOTAL: **20** / 20

COMMUNITY CHANGE CAMPAIGN

Assessment — Page 2 of 3

Name: _____ Class: _____

PART B — PLAN YOUR CAMPAIGN

Choose **ONE** community improvement. Plan a persuasive written and multimodal campaign for a real decision-maker.

CHOOSE ONE

- ☐ safer pedestrian crossing near a sports ground
- ☐ weekend youth arts program
- ☐ community repair café to reduce waste
- ☐ native garden and water station in a local park

1. AUDIENCE, PURPOSE AND CLAIM [3 marks]

Specific decision-maker: _____
People affected: _____
Persuasive purpose: _____
Clear claim: _____

2. REASONS AND EVIDENCE [6 marks]

Plan three distinct reasons. Name evidence you have or a reliable source you would consult. Do not invent facts.

Reason	Evidence or reliable source	How it supports the claim
1.		
2.		
3.		

3. COUNTERARGUMENT AND REBUTTAL [2 marks]

Fair counterargument: _____

Rebuttal with reasoning: _____

4. PERSUASIVE DEVICES [4 marks]

Device	Exact words	Intended effect
1.		
2.		
3.		
4.		

5. STRUCTURE AND VISUAL PLAN [4 marks]

1. Hook + claim:
2. Reason 1:
3. Reason 2:
4. Reason 3:
5. Counterargument + rebuttal:
6. Call to action:

Chosen format: ☐ poster ☐ letter ☐ article ☐ digital slide

Key visual or data display: _____

Caption or label: _____

How it supports the purpose: _____

PART B TOTAL: ____ / 20

COMMUNITY CHANGE CAMPAIGN

Assessment — Page 2 of 3

Name: **ANSWERS**

Class: **MARKING GUIDE**

PART B — PLAN YOUR CAMPAIGN

Choose **ONE** community improvement. Plan a persuasive written and multimodal campaign for a real decision-maker.

CHOOSE ONE

- ☐ safer pedestrian crossing near a sports ground ☐ weekend youth arts program
- ☒ community repair café to reduce waste ☐ native garden and water station in a local park

1. AUDIENCE, PURPOSE AND CLAIM [3 marks]

Specific decision-maker: council community-services manager

People affected: local households, volunteers and waste services

Persuasive purpose: secure support for an eight-week pilot

Clear claim: The council should run an eight-week repair-café pilot in the community hall. [3/3]

2. REASONS AND EVIDENCE [6 marks]

Plan three distinct reasons. Name evidence you have or a reliable source you would consult. Do not invent evidence.

Reason	Evidence or reliable source	How it supports the claim
1. Reduce avoidable waste	council waste audit; weigh repaired items	measures environmental benefit
2. Build practical skills and connection	volunteer sign-ups; participant surveys	tests demand and social benefit
3. Trial is feasible	hall booking details; cost plan; budget quotes	tests cost and safe delivery

 [6/6]

3. COUNTERARGUMENT AND REBUTTAL [4 marks]

Fair counterargument: Repairing items could cost money and create safety or staffing concerns.

Rebuttal with reasoning: A small pilot with trained volunteers, bookings and a safety checklist would limit risk. The council could review measured results before continuing. [3/3]

4. RHETORICAL DEVICES [4 marks]

Device	Exact words	Intended effect
1. Rhetorical question	"Why throw away what our neighbours could repair?"	prompts reflection
2. Logos	"We will weigh each repaired item."	promises measurable evidence
3. Inclusive language	"Together, our community can..."	builds unity
4. Rule of three	"repair, reuse, reconnect"	creates memorable rhythm

 [4/4]

5. STRUCTURE AND VISUAL PLAN [4 marks]

1. Hook + claim:	question, then propose the eight-week pilot
2. Reason 1:	reduce waste + council audit
3. Reason 2:	build skills + surveys
4. Reason 3:	show feasibility + safety and cost plan
5. Counterargument + rebuttal:	acknowledge risk; explain bounded pilot
6. Call to action:	approve the hall and pilot budget

Chosen format: ☐ poster ☐ letter ☐ article ☒ digital slide

Key visual or data display: broken item → repaired item → running weight tally

Caption or label: Repair, reuse, reconnect.

How it supports the purpose: shows the process and measurable outcome. [4/4]

PART B TOTAL: **20** / 20

Assessment — Page 3 of 3

Class: _____

• clear audience, purpose and claim • logical paragraphs with controlled complex sentences • three distinct reasons with relevant evidence or source plans	• fair counterargument and reasoned rebuttal • at least four deliberate rhetorical devices • purposeful modal verbs and vivid/topic-specific vocabulary	• accurate punctuation and spelling • one visual feature with a caption or labels • specific, realistic call to action
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DRAFT

COMMUNITY CHANGE CAMPAIGN

Assessment — Page 3 of 3

Name: ANSWERS

Class: MARKING GUIDE

PART C — CREATE AND PUBLISH

Create your final persuasive written and multimodal campaign. Write for the decision-maker, use evidence honestly and make every language and visual choice purposeful.

REQUIRED

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• clear audience, purpose and claim• logical paragraphs with controlled complex sentences• three distinct reasons with relevant evidence or source plans | <ul style="list-style-type: none">• fair counterargument and reasoned rebuttal• at least four deliberate rhetorical devices• purposeful modal verbs and vivid/topic-specific vocabulary | <ul style="list-style-type: none">• accurate punctuation and spelling• one visual feature with a caption or labels• specific, realistic call to action |
|--|---|--|

FINAL PERSUASIVE TEXT

Why throw away what our neighbours could repair? The council should launch an eight-week repair-café pilot in the community hall. Instead of sending reusable lamps, clocks and small appliances to landfill, residents could bring them to trained volunteers and learn safe repair skills. The pilot would produce evidence, not guesses. Organisers could record when item repaired, weigh material diverted from waste and survey participants. Volunteer sign-ups would show whether the community has enough practical experience, while hall booking details, a budget quote and a safety plan would test feasibility. Together these measures would let the council judge environmental, social and financial value.

Some residents may worry about cost, training or safety. Those concerns matter. However, a short booked pilot with trained volunteers, clear limits and a safety checklist would contain risk. The council could review the results before continuing. Why discard a useful idea before we get it to repair, reuse, reconnect. Approve the hall and pilot budget, invite volunteers and give our community eight weeks to prove what careful repair can achieve.

FINAL VISUAL FEATURE

Draw the visual feature. Add every caption, label or data heading the audience needs.



Caption/labels: Repair, reuse, reconnect.

STUDENT SELF-CHECK

- ☒ audience fit
- ☒ coherent argument
- ☒ relevant evidence
- ☒ four devices
- ☒ rebuttal
- ☒ controlled sentences
- ☒ vivid vocabulary
- ☒ conventions checked
- ☒ purposeful visual
- ☒ realistic action

TEACHER SCORE

Audience and purpose:	5 / 5
Argument and evidence:	5 / 5
Devices and modality:	5 / 5
Structure and sentences:	5 / 5
Vocabulary and conventions:	5 / 5
Visual features and overall impact:	5 / 5

PART C TOTAL: 30 / 30

ASSESSMENT TOTAL: 70 / 70

COMMUNITY CHANGE CAMPAIGN — ANALYTIC RUBRIC

Rhetorical Devices • Year 6 •

Student: _____

Campaign topic: _____

Teacher: _____

CRITERIA	EXCEEDING — 5	STRONG — 4	SOUND — 3	DEVELOPING — 2	BEGINNING — 1
AUDIENCE AND PURPOSE	Sustained, precise audience tailoring; compelling claim and realistic action.	Consistent audience tailoring; clear claim and purpose.	Generally suits the audience; claim and purpose are evident.	Audience fit is uneven; claim or purpose is vague.	Little audience awareness; purpose and claim are unclear.
ARGUMENT AND EVIDENCE	Compelling reasons, relevant verified evidence and an insightful rebuttal.	Logical reasons, relevant evidence and an effective rebuttal.	Clear reasons, some relevant support and a basic rebuttal.	Weak or repetitive reasons; limited evidence; partial rebuttal.	Mostly unsupported opinion; counterargument and rebuttal are absent.
DEVICES AND MODALITY	Four or more varied devices are intentional, ethical and highly effective; modality is controlled.	Four devices are effective; modality mostly suits audience and purpose.	Several devices have some effect; modality is generally appropriate.	Devices are limited or misapplied; force is uneven.	Few or no purposeful devices; modality is uncontrolled.
STRUCTURE AND SENTENCES	Coherent paragraphs, fluent complex sentences and precise cohesive links.	Logical paragraphs, varied sentences and clear cohesive links.	Some paragraphs ordered; some complex sentences and cohesive links.	Order or cohesion lapses; sentences are repetitive or awkward.	Text is fragmented or disorganised; sentence control is limited.
VOCABULARY AND CONVENTIONS	Vivid topic-specific vocabulary, controlled verb groups and near-flawless conventions.	Precise vocabulary and verb choices; only minor convention errors.	Generally relevant vocabulary; some errors and not all needed for meaning.	Simple or vague vocabulary; frequent errors sometimes distract.	Limited or inaccurate vocabulary; errors impede meaning.
VISUAL FEATURES AND OVERALL IMPACT	Purposeful, integrated and clearly labelled visual powerfully strengthens the campaign.	Relevant, clearly labelled visual supports a convincing campaign.	Suitable visual has an evident link to the message.	Visual is decorative or weakly linked; labels incomplete.	Visual is absent, confusing or misleading; campaign lacks impact.

Teacher notes: _____

Rhetorical Devices



Learning Intention

We are learning to choose rhetorical devices for audience and purpose.

Success means we can explain an effect, strengthen an argument, and plan, edit and publish a convincing multimodal text.



Audience, Purpose and Form

Audience: Who must be persuaded?

Purpose: What should they think, feel or do?

Form: Speech, letter, poster, article or video?

Strong choices begin with these three questions.



The Persuasion Toolkit

Appeals build trust, feeling and logic.

Language devices add emphasis, rhythm and imagery.

Structure joins claims, reasons, evidence and rebuttals.

Design helps create a multimodal message land.



Ethos, Pathos and Logos

ETHOS — trust the speaker or source

PATHOS — to have emotion

LOGOS — know reasons and evidence

Effective texts often combine all three appeals.



Ethos: Build Trust

Show knowledge, fairness, and responsibility.

Use credible expert, reliable sources and relevant experience.

Example: “Local wildlife carers report...”

Trust must be earned, not merely claimed.



Pathos: Stir Feelings

Choose details that help an audience care.

Create hope, concern, pride, urgency or empathy.

Example. “Imagine our oval silent and empty.”

Emotion should support the case, not replace evidence.



Logos: Make Sense

Link a clear claim to sound reasons and evidence.

Use facts, examples, comparisons or cause and effect.

Example: "Refill stations cut single-use bottles."

Check that every piece of evidence proves the point.



Rhetorical Questions

A rhetorical question prompts thought, not a spoken answer.

“Should clean water ever be wasted?”

Use it to frame an issue or challenge assumptions.

Too many questions weaken their impact.



Repetition and Anaphora

Repetition makes key words memorable.

Anaphora repeats a phrase at the start of clauses.

“We can listen. We can act. We can lead.”

Repetition with purpose — never just to fill space.



The Rule of Three

Three balanced ideas create rhythm and completeness.

“safer streets, cleaner parks, stronger communities”

Keep the items parallel in structure.

Choose the details that genuinely support the claim.



Emotive and Vivid Language

Precise words shape how an issue feels.

“neglected habitat” is stronger than “bad place”.

Select verbs, adjectives and imagery carefully.

Avoid exaggeration that damages credibility.



Direct and Inclusive Language

Address the audience with “you”.

Build shared responsibility with “we”, “our” and “together”.

Example: “together, we can protect our creek.”

Match the pronouns to the intended relationship.



Commands and Calls to Action

Imperative verbs tell the audience what to do.

“Win. Vote. Win. Share.”

A call to action should be specific and achievable.

Finish with who, what, when or how.



Figurative Language

Metaphor, simile and personification create memorable images.

“Our library is a doorway to possibility.”

The comparison must clarify the message.

One strong image is better than a crowded paragraph.



Choose Modality Carefully

Low: may, might, could

Medium: should, likely, need to

High: must, will, cannot

Match certainty and urgency to the strength of the evidence.



Reasons Need Evidence

CLAIM — the position

REASON — why matters

EVIDENCE — facts, examples or expert support

EXPLANATION — how the evidence proves the claim



Counterargument & Rebuttal

A counterargument fairly states an opposing viewpoint.

A rebuttal answers it with reasoning and evidence.

For example: "Some argue... However..."

Respectful rebuttal strengthens credibility.



Design Is Persuasive Too

Headings guide attention.

Images and diagrams support meaning.

Colour, spacing and font choices create emphasis.

Every visual choice should serve audience and purpose.



Weak Example

“Our school should add a garden because it would be good.”

The claim is vague.

There is no clear connection, evidence or clear action.

Which rhetorical choices could strengthen it?



A Stronger Example

“Imagine a thriving garden where every class learns outdoors.

Local studies link gardens with wellbeing and biodiversity.

Together we can plant, learn and grow – join the working bee.”



Plan, Edit and Publish

PLAN for audience, purpose and form.

DRAFT a clear claim with reasons and evidence.

EDIT devices for effect, accuracy and respectful tone.

PUBLISH a polished written or multimodal text.





Well Done!



PREVIEW

Rhetorical Devices

Quiz



Question 1

Which appeal relies on facts, reasons and evidence?

A Ethos

B Pathos

C Logos

D Humour



Answer 1

Logos

Logos persuade through logical reasoning,
relevant evidence and clear links between ideas.



Question 2

True or False:

Ethos builds credibility by showing that a source or speaker is trustworthy and informed.



Answer 2

TRUE

Ethos appeals to trust and credibility.

Relevant expertise, fair reasoning and reliable sources can help an

audience accept the message.



Question 3

She answered:

Which modal verb is stronger – should or must?

Explain how choosing the verb could affect the audience.



Answer 3

“Must” is stronger.

It expresses high obligation or certainty and adds urgency.

“Should” is more like a recommendation.

The evidence must justify the stronger choice.



Question 11

Which sentence mainly uses passive voice?

- A Council records show a 10% increase in waste.
- B Imagine younger students waiting alone in the rain.
- C The principal had three safety reviews.
- D Refill stations cost less each year.



Answer 4

B — “Imagine younger students waiting alone in the rain.”

The image invites concern and empathy, so it primarily appeals to emotion.

The other options rely more on evidence or credibility.



Question 5

Which is the strongest logos evidence for middle school shade?

A Everyone knows shade is best.

B Shade would be amazing.

C Playground temperatures reached 46°C on three summer days.

D It felt hot at lunchtime.



Answer 5

C – “Playground temperatures reached 46° on three summer

days.

It provides specific relevant data and directly supports the need

for shade.

The other statements are vague or personal.



Question 6

True or False:

Repetition and lit eration are the same rhetorical device.



Answer 6

FALS

Repetition deliberately repeats words or phrases.

Alliteration repeats initial sounds in nearby words.

Both can add emphasis, but they work differently.



Question 7

She answered:

Rewrite “The week needs can using the rule of three.

Keep the three part parallel and purposeful.



Answer 7

Example: "Clear the litter, restore the banks, and protect the

Wildlife

The three parallel verb groups create rhythm and show specific actions.

Other effective, parallel answers are possible.



Question 8

Which message best suits a school principal?

A You guys should just approve it!

B A supervised four-week trial would measure attendance, staffing and cost.

C Imagine the saddest day ever.

D Do it now — no questions asked.



Answer 8

B – the supervised four-week trial

It uses a formal tone, reasonable evidence and a manageable

next step

These choices put the principle's responsibility for safe, informed

decisions.



Question a

Start answer:

Identify and explain TW devices in this message:

“Together, we must reduce, reuse and recycle – start with our class today.”



Answer d

Possible answers include

- inclusive language – “Together” and “we” build shared responsibility
- high modality – “must” creates urgency
- rule of three – “reduce, reuse and recycle” is memorable
- can’t action – gives a specific next step



Question 10

True or False:

Any dramatic images will strengthen a persuasive message.



Answer 10

FALS

A visual must be relevant to audience, purpose and claim.

A dramatic but unrelated image can distract, mislead or weaken credibility.

Proposed design supports rather than replaces the message.





Well Done!



PREVIEW