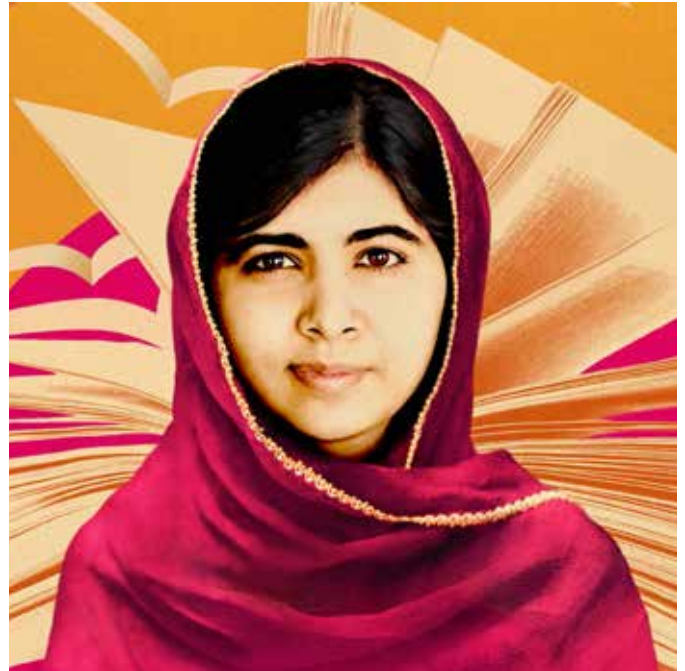


KEY STAGE 3 & 4:

HE NAMED ME MALALA

UNIT OVERVIEW

This six-lesson unit is rooted in exploring the themes and issues portrayed in the *He Named Me Malala* documentary. The film introduces students to discussions surrounding unity, peace and education in the face of terrorism. These thought-provoking topics help to facilitate discussion among students, introduce them to writer's purpose, as well as stimulate creative and non-fiction writing. These lessons are designed to help students develop their skills in English across Key Stages Three, Four and Five.



SYNOPSIS

When 11-year-old blogger Malala Yousafzai began detailing her experiences in the Swat Valley of Pakistan for the BBC, she had no idea what momentous changes were coming in her life. Her father, Ziauddin, a school founder and dedicated teacher, was outspoken in his belief that girls, including his beloved daughter, had a right to an education. As they continued to speak out against restrictions imposed by extremists, Ziauddin received constant death threats, so many that he began to sleep in different places. But it was Malala who was almost killed, shot in the head by a gunman on her way home from school. Her survival and recovery have been little short of miraculous.

Instead of being cowed by this horrific attack, Malala began to use the international attention she attracted to advocate for the cause of girls' education worldwide. Through her speeches, her autobiography *I Am Malala*, the work the Malala Fund, and her travels to places where girls'

education is in crisis, she has continued to focus on the effort to give all girls 12 years of safe, quality and free education. The film *He Named Me Malala* both celebrates her dedication to girls' education and gives the viewer insight into her motivation. It begins with an animated portrayal of the teenage folk hero for whom Malala was named, Malalai of Maiwand, whose fearlessness and love of country turned the tide of battle for Afghan fighters. From those opening scenes, live action and animation tell the story of Malala's life before and after the attack. We see her at various times of her life: severely wounded in the hospital, teasing her brothers in her new home in England, giving a speech to the United Nations, teaching a class in Kenya, and more. Her efforts are ongoing and they are realised through her organization, the Malala Fund, which empowers girls through quality secondary education to achieve their potential and inspire positive change in their communities.

CLIPS Lesson Objectives (LO)

LESSON 1: LO: To use relevant evidence to support our inferences

CLIP 1: *Background of Malala Yousafzai's story*

LESSON 2: LO: To create a convincing narrative voice

CLIP 2: *Malala's Prognosis and Forgiveness*

LESSON 3: LO: To contribute to a group discussion

CLIP 3: *Malala in Nigeria*

LESSON 4: LO: To clearly summarise and present information

CLIP 4: *Malala's visit to Syrian Refugee Camp*

LESSON 5: LO: To craft language to persuade

CLIP 5: *Malala Speaks Out*

LESSON 6: LO: To shape language to suit purpose and audience

CLIP 6: *Malala's UN Speech*

ASSESSMENT OVERVIEW

The key assessment pieces in this unit are:

- **LESSON 1** Using relevant evidence to support our inferences
- **LESSON 2** Crafting language to develop a convincing narrative voice
- **LESSON 3** Using discussion to make a thoughtful and meaningful contribution
- **LESSON 4** Using non-fiction texts to explore a writer's choices
- **LESSON 5** Crafting language to suit audience and purpose
- **LESSON 6** Adapting language to suit audience and purpose

CONTENTS

Lesson 1: Introducing Malala

Lesson 2: Finding Forgiveness

Lesson 3: Malala Campaigns in Nigeria

Lesson 4: Malala's Visit to a Refugee Camp

Lesson 5: Speaking Out

Lesson 6: United Nations

READING ASSESSMENT OBJECTIVES

KS3

- R1 Read a wide range of fiction and non-fiction.
- R2 Know the purpose, intended audience, and context of the writing and drawing on this to support comprehension.
- R3 Know how language, vocabulary choice, grammar, text structure and organisation, present meaning.

KS4

- AO1 Identify and interpret explicit and implicit information and ideas.
- AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.

KS5

- AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
- AO2 Analyse ways in which meanings are shaped in literary texts

WRITING ASSESSMENT OBJECTIVES

KS3

- W2 Consider how their writing reflects the audiences and purposes for which it is intended
- W2 Amend vocabulary, grammar and structure to their writing to improve its coherence and overall effectiveness.
- W2 Pay attention to accurate grammar, punctuation and spelling.

KS4

- AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

SPOKEN LANGUAGE

KS3

- S&L1 Use SE confidently in a range of formal and informal contexts
- S&L1 Give short speeches and presentations, expressing their own ideas and keeping to the point
- S&L1 Participate in formal debates and structured discussions, summarising and/or building on what has been said.

KS4

- AO7 Demonstrate presentation skills in a formal setting.
- AO8 Listen and respond appropriately to spoken language.
- AO9 Use spoken Standard English effectively in speeches and presentations.

SCOTTISH CURRICULUM

LITERACY (NATIONAL 4) UNIT

1. Read and understand straightforward word-based texts
2. Listen to and understand straightforward spoken communication
3. Write straightforward technically accurate texts
4. Talk to communicate, as appropriate to audience and purpose

1 LESSON ONE: INTRODUCING MALALA

LESSON OBJECTIVES

LO: To use relevant evidence to support our inferences.

NATIONAL CURRICULUM

(KS3) R1 Read a wide range of fiction and non-fiction.

(KS4) AO1 Identify and interpret explicit and implicit information and ideas.

(KS5) AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression.

SCOTTISH CURRICULUM

- 1.1 Selecting and using relevant information
- 1.2 Explaining aspects including audience and purpose
- 1.3 Commenting on effectiveness

STARTER

Students are shown a set of striking images and invited to form inferences based on these pictures. One of the images will be of Malala's eyes. At this stage, the students are unaware of the theme of the unit and are invited to guess who the face belongs to. They simply need to make inferences about her age, feelings etc.

This will prompt students to engage with the skill of inference, as well as generate intrigue around the topic.

Teacher to reveal Malala's full face and identity (1.2). Use this as an opportunity to assess student's prior knowledge of Malala's story.

MAIN ACTIVITY

Watch *Clip 1: Background of Malala's Story* and make notes based on the prompt questions (1.3).

Students will need to complete a profile for Malala based on the information from the clip, as well as their own independent research.

Students to read an extract from the Prologue of *I Am Malala* and begin developing inferences (1.4).

PLENARY

Students should peer assess their partner's work by swapping books and identifying their strongest inference.

HOMEWORK

Students to create a collage of pictures and develop inferences based on these pictures

EQUIPMENT/ RESOURCES

Clip 1: Background of Malala's Story.
Copies of Student Worksheets.

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

LINK TO OTHER CURRICULUM AREAS

Citizenship

LESSON ONE: RESOURCES

1.1 TASK:

LOOK CAREFULLY AT THE PICTURES BELOW.

What do you understand from the word infer?

What can you infer about the people
in the images?

How would you compare the inferences
you have made?

Look carefully at picture A.
Can you identify who the eyes belong to?

A



B



C



Infer

Infer - this is when we develop interpretations
based on the evidence we have.

LESSON ONE: RESOURCES

1.2 IN YOUR PROFILE:

PROVIDE SOME KEY INFORMATION ABOUT MALALA TO PRESENT BACK TO CLASS.

You might want to think about:

- Malala’s personal background
- Social context
- Political activism
- Interests and values
- What can you *infer* about Malala’s character, from her interests and values?

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LESSON ONE: RESOURCES

1.3 WATCHING THE CLIP

AS WE WATCH THE CLIP, THINK ABOUT:

- Who is Malala
- What happened to her?
- What was the reaction of the population of Pakistan?

Now create your own Malala profile using information from the clip as well as your own research.

You can find plenty of helpful information at www.malala.org and by searching for news reports and opinion pieces from the times of the key events in Malala's life. Use a range of sources.

1.3 TASK:

Now read the extract below. It is taken from the prologue of the book *I Am Malala*. What can we infer about Malala's reaction to leaving home?

Find 3-4 quotes that you find interesting and write inferences to go with these quotes. Can you write an analytical paragraph based on your evidence?

PROLOGUE: THE DAY MY WORLD CHANGED

I come from a country which was created at midnight. When I almost died it was just after midday.

One year ago I left my home for school and never returned. I was shot by a Taliban bullet and was flown out of Pakistan unconscious. Some people say I will never return home but I believe firmly in my heart that I will. To be torn from the country that you love is not something to wish on anyone.

Now, every morning when I open my eyes, I long to see my old room full of my things, my clothes all over the floor and my school prizes on the shelves. Instead I am in a country which is five hours behind my beloved homeland Pakistan and my home in the Swat valley. But my country is centuries behind this one. Here there is any convenience you could imagine. Water running from every tap, hot or cold as you wish; lights at the flick of a switch, day and night, no need for oil lamps; ovens to cook on that don't need anyone to go and fetch gas cylinders from the bazaar. Here everything is so modern one can even find food ready cooked in packets.

When I stand in front of my window and look out, I see tall buildings, long roads full of vehicles moving in orderly lines, neat green hedges and lawns, and tidy pavements to walk on. I close my eyes and for a moment I am back in my valley - the high snow-topped mountains, green waving fields and fresh blue rivers - and my heart smiles when it looks at the people of Swat. My mind transports me back to my school and there I am reunited with my friends and teacher. I meet my best friend Monica and we sit together, talking and joking as if I had never left.

Then I remember that I am in Birmingham, England.

Extract from *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Christina Lamb and Malala Yousafzai. 2013. Published by: Orion Publishing Group, Limited

2 LESSON TWO: FINDING FORGIVENESS

LESSON OBJECTIVES

LO: To develop a convincing narrative voice.

NATIONAL CURRICULUM

(KS3) W2 Amend vocabulary, grammar and structure to their writing to improve its coherence and overall effectiveness.

(KS4) AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

(KS5) AO1 Use coherent, accurate written expression.

SCOTTISH CURRICULUM

3.1 Selecting and using appropriate language

3.2 Organising writing appropriately

3.3 Using appropriate spelling, grammar and punctuation

STARTER

Students to engage with the powerful image of the Reconciliation statue in Coventry Cathedral (2.1). Following students' initial responses, teacher to explain significance of reconciliation and forgiveness in the aftermath of WW2.

Afterwards, an engagement with Nelson Mandela's quote (2.2) will be a further opportunity for students to reflect on the power of forgiveness.

MAIN ACTIVITY

Watch *Clip 2: Malala's Prognosis and Forgiveness* and answer the discussion questions (2.3).

Students should create a blog from the perspective of Malala and express her feelings towards the transitions and changes she faces.

Students should visit a number of blogs in order to identify the relevant features to use in a blog.

PLENARY

Exhibition of Work: Students should present their work to the class and peer assess one another's blog entries.

HOMEWORK

Students to research a case-study based on forgiveness and reconciliation.

EQUIPMENT/RESOURCES

Clip 2: Malala's Prognosis and Forgiveness.
Copies of student worksheets.

ASSESSMENT

There will be regular opportunities for mini plenaries throughout the lesson.

Students will peer assess their work at the end of the lesson.

LINK TO OTHER CURRICULUM AREAS

ICT, RS, Citizenship.

3 LESSON THREE: MALALA CAMPAIGNS IN NIGERIA

LESSON OBJECTIVES

LO: To contribute to a group discussion

NATIONAL CURRICULUM

(KS3) S&L1 Use SE confidently in a range of formal and informal contexts. S&L1 Give short speeches and presentations, expressing their own ideas and keeping to the point.

(KS4) AO7 Demonstrate presentation skills in a formal setting. AO8 Listen and respond appropriately to spoken language.

(KS5) AO1 Articulate informed, personal and creative responses.

SCOTTISH CURRICULUM

4.1 Selecting and using straightforward language

4.2 Organising spoken communication

4.3 Using non-verbal conventions

STARTER

Students to be shown a set of numbers and to guess how they are linked to the picture. Afterwards, teacher can reveal the significance of the numbers.

14 April 2014

Number of girls: 276

57 girls have managed to escape

2.3 million tweets for #bringbackourgirls

MAIN ACTIVITY

Watch *Clip 3: Malala visits Nigeria*. Students to be assigned roles and scenarios to discuss the kidnapping crisis and discuss the most effective solution for the girls' release (3.3).

PLENARY

Socratic discussion to create a forum for students to listen, track and peer assess.

HOMEWORK

Students can research further into the *Bring Back Our Girls* campaign. They should prepare a presentation to share their research with the class. A good starting point for research would be visiting www.malala.org/programmes/nigeria and looking at news stories, videos and features from a range of news and media outlets' online archives.

EQUIPMENT/RESOURCES

Clip 3: Malala in Nigeria.

Copies of student worksheets.

ASSESSMENT

Mini plenaries will be used throughout the lesson and peer assessment of speaking and listening task.

LINK TO OTHER CURRICULUM AREAS

Citizenship, Politics.

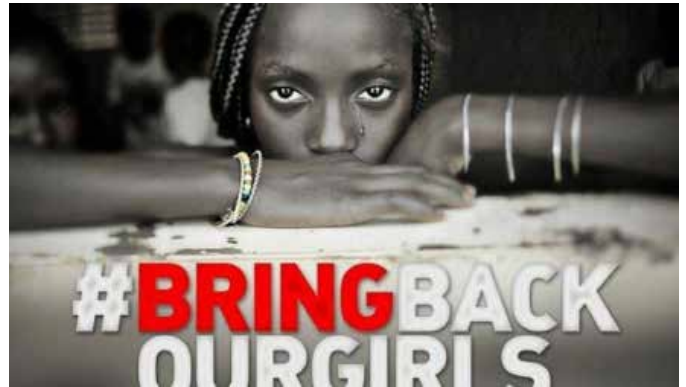
LESSON THREE: RESOURCES

3.1 TASK:

WRITE A LIST OF THE THOUGHTS/FEELINGS EVOKED BY THE IMAGE.

What do you think the girl is crying about?

Create your own hashtags to accompany the image.



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DO YOU KNOW WHAT THE NUMBERS AND STATISTICS BELOW ARE ASSOCIATED WITH?

14 April 2014

276

57

2.3 million

DISCUSSION:
HOW SHOULD WE RESPOND TO *BRING BACK OUR GIRLS*?



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LESSON THREE: RESOURCES

3.2 PERSUASIVE LANGUAGE

ROLE A

You work for the home office of the Nigerian government and believe that the best method to rescue the girls is by military force. Your job is to persuade the other people in your group to agree with you.

ROLE B

You work for an international human rights NGO and believe the best method to bring the girls back is through peaceful negotiations. How will you persuade the rest of your group that this is the best method?

ROLE C

You are a concerned citizen and believe that the fastest way to release the girls is by paying ransom money to the terrorists. How will you persuade the rest of your group to agree with your methods?

EXTENSION

Which routes of action were taken in the months following the girls' abduction? How successful do you think the different parts of the awareness campaign was?

There are various opinion pieces that go into detail about the successes and shortcomings of the campaign from different points of view. Students can analyse the perspectives and draw their own conclusions, bearing in mind the source of each opinion and comparing and contrasting different perspectives.

Some examples of articles:

<https://www.theguardian.com/world/2015/apr/14/nigeria-bringbackourgirls-campaign-one-year-on>

<http://europe.newsweek.com/world-cannot-move-without-our-chibok-girls-446826?rm=eu>

<http://s.telegraph.co.uk/graphics/projects/Boko-Haram-girls-kidnap/>

4 LESSON FOUR: MALALA'S VISIT TO A REFUGEE CAMP

LESSON OBJECTIVES

LO: To comment on the purpose and audience of a text.

NATIONAL CURRICULUM

(KS3) R3 Know how language, vocabulary choice, grammar, text structure and organisation, present meaning.

(KS4) AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers.

(KS5) AO2 Analyse ways in which meanings are shaped in literary texts.

SCOTTISH CURRICULUM

- 1.2 Explaining aspects including audience and purpose
- 1.3 Commenting on effectiveness
- 3.1 Selecting and using appropriate language

STARTER

Students to review a collection of headlines (4.1) and pictures linked to the Syrian refugee crisis. They should begin to group the headlines according to the tone created and message conveyed.

MAIN ACTIVITY

Students should watch the clip of Malala's visit to Syria and record their thoughts/feelings.

In groups, students can plan a documentary project in order to inform their own community of the refugee situation here in the UK.

Groups can write or storyboard a film or audio documentary to express their own understanding of and reaction to the situation. The activity toolkit provides detail on how students can bring these plans to life, in audio or video, complete with documentary film and podcast examples.

Students need to consider:

—How they will introduce the subject, what angle they are going to take

- Who they want the documentary to reach, and how they want their audience to feel once they've watched or listened
- Who they will interview - which different stories can they gather from people involved in the refugee crisis

A persuasive ending to encourage people to educate themselves about the campaign, get involved in or start local community projects, provide support.

PLENARY

Sharing of documentary plans and socratic discussion to talk about how they can be made and the impact they could have.

If capacity allows for groups to make their podcast or film, screen and share between groups and discuss the messages portrayed in each project.

HOMEWORK

Students should research the situation surrounding girls' education in a specific country. Students can select a country they feel needs particular awareness, or look at the countries that the Malala Fund is working in, e.g. Nigeria, Pakistan or countries supporting Syrian Refugees. With this information they should create a resource (e.g. leaflet) to educate the wider world about the plight of the girls they researched. An excellent resource can be found at www.malala.org/girls-education

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

EQUIPMENT

Watch *Clip 4: Malala's visit to Syrian Refugee Camp*. Copies of student worksheets, and activity toolkit. Additional resource: www.malala.org/programmes/syrian-refugees

LINK TO OTHER CURRICULUM AREAS

Media, Citizenship, ICT.

LESSON FOUR: RESOURCES

4.1 TEXT TYPE — AUDIENCE — PURPOSE

How do the pictures link to the audience and purpose of the article?

Make a list of your reactions to the headlines.



LESSON FOUR: RESOURCES

4.3 TASK: MAKE A SHORT DOCUMENTARY FILM INFORMING PEOPLE OF THE SYRIAN CRISIS.

Use information from *Clip 4: Malala's visit to Syrian Refugee Camp* as well as information based on your own research on the situation and how it is relevant here at home.

Make sure you:

–Include a script for your voiceover or podcast introduction consisting of a range of rhetorical devices

- Carefully choose a target audience. How can you make sure your language and content are appropriate?
- A range of points of view – which different stories can you gather from people involved in the refugee crisis
- A persuasive ending to encourage people to educate themselves about the campaign, get involved in local projects, provide support.
- A slogan for your film, like the stand #withMalala hashtag for the *He Named Me Malala* campaign

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5 LESSON FIVE: SPEAKING OUT

LESSON OBJECTIVES

LO: To craft language to persuade

LINKS TO NATIONAL CURRICULUM

(KS3) W2 Consider how their writing reflects the audiences and purposes for which it is intended
W2 Amend vocabulary, grammar and structure to their writing to improve its coherence and overall effectiveness. W2 Pay attention to accurate grammar, punctuation and spelling.

(KS4) AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

(KS5) AO1 Use coherent and accurate written expression.

SCOTTISH CURRICULUM

- 3.1 Selecting and using appropriate language
- 3.2 Organising writing appropriately
- 3.3 Using appropriate spelling, grammar and punctuation

STARTER

Students should look carefully at the image (5.1) and reflect on the symbolism shown in the picture. Teacher will then reveal and engage students with the idea of silenced communities.

MAIN ACTIVITY

Teacher to introduce students to the connection between voiceless communities and girls' education.

Students will complete the table (5.2) with their ideas and reactions to the theme of education for girls in developing countries. Students may want to visit www.malala.org to collate extra information. Teacher might instruct students to complete this as a silent task in order to engage with the idea of being voiceless.

Students watch *Clip 5: Malala Speaks Out* and answer the questions (5.4)

Finally, students will write a letter to their Headteacher to persuade them to facilitate a fundraising event for the Malala Fund (5.5).

PLENARY

Students to swap books and peer assess. Teacher might like to model this under the visualiser (if available).

HOMEWORK

Clip 5: Malala Speaks Out Students should look into some famous speeches and listen to recordings. While listening, they should take notes of any rhetorical devices.

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

EQUIPMENT/RESOURCES

Clip 5: Malala Speaks Out
Copies of student worksheets.

LINK TO OTHER CURRICULUM AREAS

Citizenship.

LESSON FIVE: RESOURCES

5.2 IMAGINE WHAT IT WOULD BE LIKE FOR YOUR VOICE NOT TO BE HEARD

This activity is a **silent discussion**.

Work in pairs to complete the table below. You may only use writing to express yourself and ask questions.

Many women and young girls around the world are silenced due to a lack of education. Providing an education for girls lies at the heart of the mission of the Malala Fund.

What are some of the dangers/ risks attached to girls being denied an education?

5.3 AREA

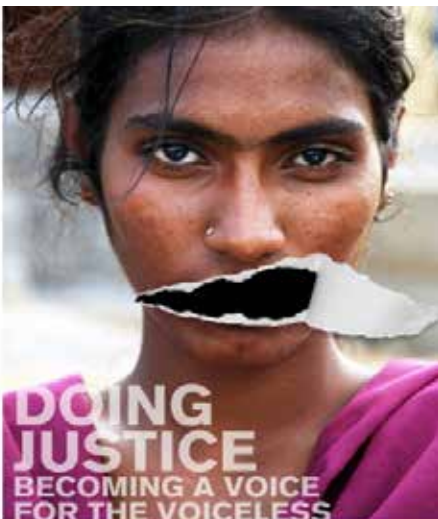
POTENTIAL PROBLEMS/RISKS

Family

E.g. By educating a girl, you can improve the quality of life for her future children and her family.

Health

Which other areas can you think of?



LESSON FIVE: RESOURCES

5.4 WATCH CLIP 5: MALALA SPEAKS OUT AND MAKE NOTES ON THE QUESTIONS.

1. Why does Malala decide to speak out?
2. Describe the steps she takes in order to make this happen.
3. Why do you think Malala felt so strongly about defending the rights of the 'voiceless'?

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LESSON FIVE: RESOURCES

5.5 NOW IT'S YOUR TURN...

Write a formal letter to your Headteacher, persuading them to host a fundraising event to donate money to the Malala Fund.

Visit the website below for more information:
www.malala.org

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6 LESSON SIX: UNITED NATIONS

LESSON OBJECTIVES

LO: To adapt language to suit purpose and audience.

LINKS TO NATIONAL CURRICULUM

(KS3) W2 Consider how their writing reflects the audiences and purposes for which it is intended
W2 Amend vocabulary, grammar and structure to their writing to improve its coherence and overall effectiveness. W2 Pay attention to accurate grammar, punctuation and spelling.

(KS4) AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. AO6 Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

(KS5) AO1 Use coherent and accurate written expression.

SCOTTISH CURRICULUM

4.1 Selecting and using straightforward language
4.2 Organising spoken communication

STARTER

Students should look at a range of speakers and connect them with their relevant quotes (6.1 and 6.2). This will give students the opportunity to begin engaging with the idea of oracy and the art of the spoken word.

MAIN ACTIVITY

Students will generate ideas for the effective features found in speeches. Teacher might like to use the DIP IN A FOREST mnemonic (6.4) in order to generate ideas for successful writing features.

Students to listen to the *Clip 6: Malala's UN Speech* and record any effective features they hear, as well as respond to the questions (6.3).

This will lead on to an independent writing task where students write a speech based on a topic of their choice.

PLENARY

Deliver the speech and peer assess the rhetorical features. Students can use the peer assessment grid (6.5) to record their reflections and observations.

HOMEWORK

Students should design a Malala campaign project to educate people about the Malala vision and the aims of the Malala Fund. They should collection information from the following websire as a point of reference: www.malala.org

EQUIPMENT

Clip 6: Malala's UN Speech.
Copies of student worksheets.

ASSESSMENT

Mini plenaries can be used throughout the lesson to assess learning and progress. Student responses can be assessed through question and answers.

Peer/self assessment of written work.

LINK TO OTHER CURRICULUM AREAS

Citizenship, Politics.

LESSON SIX: RESOURCES

6.1 TASK: HOW MANY SPEAKERS FROM BELOW DO YOU RECOGNISE?

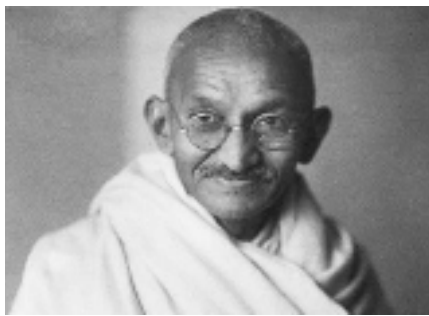
Can you match the speaker with their famous quote?

What are some of the features of an effective speech? Write a list and try to think of examples.

Do any of the features from your list appear in the examples?

6.2 INSPIRING QUOTES

1. ***“The only real prison is fear. And the only real freedom is freedom from fear.”***
2. ***“The time is always right to do what is right”***
3. ***“One child, one teacher, one book and one pen can change the world.”***
4. ***“Be the change that you want to see in the world.”***
5. ***“Change will not come if we wait for some other person or some other time. We are the change that we seek.”***



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LESSON SIX: RESOURCES

6.4 NOW IT'S YOUR TURN!

Choose a topic you feel passionate about and write a 3-5 minute speech to persuade the United Nations to respond to your cause.

Make sure your language choices suit your purpose and audience.

You might want to **DIP IN A FOREST** to craft your language effectively.

- D**irect Address
- I**mperatives
- P**ersonal Pronouns

- I**nteresting Adjectives
- N**umbers

- A**ncedotes

- F**acts
- O**pinions
- R**hetorical Questions
- E**motive Language
- S**imiles
- T**riplets

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LESSON SIX: RESOURCES

6.5 PEER ASSESSMENT

Now listen to your peers deliver their speeches. Record your observations and reflections in the table below.

| Name of speaker | Which topic are they discussing? | Oracy Evaluation: Write down any examples of rhetorical features you can identify? Which are the most effective? Why? |
|------------------------|---|--|
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