

6

Style/Persuasion

"I can shake off everything as I write; my sorrows disappear, my courage is reborn."

- Anne Frank

Introduction

In this module, students will learn the importance of articles in terms of actual content. As a continuation, students will have the opportunity to practice writing their own articles, which can prepare them for IMPACT's Student Leadership Exchange (SLX) project.

Objectives

1. Students will review journalistic style.
2. Students will learn about the art of persuasion.
3. Students will be able to write an interesting story.

Agenda

1. How to Article (again)
2. Analyzing Real Articles
3. Persuasion Activity
4. Writing Blitz Thingy
5. Crowd-Sourced Survey

How to Article (5 min)

Purpose:

Students get to refresh their memory of article writing and data journalism

Materials:

- [Data Journalism Style Guide](#)
- Example of a Data Journalism [Article](#)
- Computer

Directions:

1. Provide a quick run-through of the data journalism style guide.
 - a. Make sure to cover the sections about the five principles of journalism, writing an

- effective title, and writing journalistically.
- b. The section about incorporating data will be covered in the **next** module.
2. If needed, journalism style guides from The Acronym, IMSA's student newspaper, can also be used.

Discussion:

1. Does this feel familiar?
2. Is any of this confusing?
3. How would you make your article more compelling?
4. What characteristics or features of an article would make it unique?

Persuasion Exercise (15-20 min)

Purpose:

Get students thinking about how they will choose their words for better persuasion in their articles.

Materials:

- Computer with a blank doc or pencil and paper
- <https://www.masterclass.com/articles/persuasive-writing-tips-and-techniques#8-tips-for-better-persuasive-writing> (Introduced previously, just for reference)

Directions:

1. Take 5 minutes to go through the article on how to write a persuasive piece and answer questions students have about it: i.e. what is a rhetorical question?
2. Students get 5 minutes to write a paper to persuade their facilitators into believing that water is wet.
3. Challenge students to use at least 4 tips from the article.
4. After 5 minutes is up, have students share their responses in front of the class.

Discussion:

1. What have you learned about persuasive writing from this activity?
2. How will you incorporate this into your project?

Facilitator Notes:

Make sure the students know it doesn't matter if they agree with the topic, but they should do their best to write an article that advocates for it.

Analyzing Real Articles (5-10 min)

Purpose:

The purpose of this activity is to allow for the whole class to have a better idea as to what they could integrate into their writing. Having the whole class's opinion on a certain article will help each student learn from the class discussion.

Materials:

- Examples of a Good Data Journalism Article: <https://www.bloomberg.com/graphics/2019-why-amazon-rainforest-is-on-fire/>
- Additional Article, if needed: <https://smamidi6.wixsite.com/universal-cpr>

Directions:

1. Show students a real data journalism article
2. Analyze the pros and cons of the article with a class discussion
3. The discussion will be taken place in the form of a game
4. Provide students with either a picture of the color red and the color green to split the class into two groups.
 - Ask students to use their assigned picture as a Virtual Background on Zoom.
5. Ask the students of one side to give some pros and ask the other side to give some cons

Discussion:

1. Was this a strong article? Why or why not?

Article Blitz (30 min)

Purpose:

All apply their experiences with journalism while writing an article.

Materials:

- Life
- Memory
- Happiness

Directions:

1. Ask students to divide themselves into groups of three.
2. Inform the students that they should interview a random person on the most interesting thing that had happened to them in the last week.
 - Ask students to call another peer, associated with IMSA, that is not currently present in the class.
3. The students should then write a “news article” on the event that they heard about. They should also write a short profile on the person they interviewed
4. The interviewing part should take no longer than 15 min. The other 15 min should be for the short article.

Discussion:

1. What have you learned from this experience?
2. Was this a strong article? Why or why not?
3. What makes a strong article?
4. What should you make sure to include?