

# 11. Using Persuasive Language

Your students should consider the language they are using when taking part in a debate, and should be aware of the power of persuasive language. You can support them in understanding what persuasive language is and how they can use it effectively.

**I believe...**

**Join us!**

- 1 Return to the **3Cs** of debating. Recap on what they stand for, and remind your students of their importance.
- 2 Explain that having a compelling argument and being convincing is all about persuading your audience to agree with what you are saying. Remind students that their choice of language is just as important as what they are saying and the way that they deliver their speech.
- 3 Divide the students into groups and give each group a copy of the Persuasive Language Techniques sheet.
- 4 Ask each group to refer back to their **PEEL sheet**, select one of their key arguments, then write a paragraph using some of the persuasive language techniques suggested.

# Persuasive Language Techniques

<b>P</b> ersonal pronouns	Use personal pronouns to create a connection between you and the audience. For example, phrases such as 'I believe', 'you are all aware', or 'we must'.
<b>E</b> motive language	Use vocabulary to make your audience feel something about the topic. For example, if you want people to feel outraged, you might talk about 'a disgraceful disregard for human rights.'
<b>R</b> ule of three	Give three clear points to support your argument. For example: 'making these changes would make the system quicker, cheaper and fairer'.
<b>S</b> imple statistics	Keep statistics simple. For example, 'These measures would save the council £3 million each year', or '90% of patients agree that this would improve their quality of life'.
<b>U</b> se alliteration	Use clusters of words that start with the same sound to grab people's attention and make an impact. For example, 'Their living conditions are dirty, damp and dangerous'.
<b>A</b> sk rhetorical questions	Build rhetorical questions into your speech to help you get your point across. For example, 'Could you live with yourself, knowing that you haven't done anything to stop this abhorrent practice?'
<b>D</b> emand action	Encourage your listeners to take action. For example, 'Join us in calling for the government to lower the voting age to 16'.
<b>E</b> mphasise key words	Repeat phrases and use exaggerated language to emphasise the key points you wish to get across.

