Teacher's notes

Making a Call to Action

Before you watch

A

This activity introduces the topic of making a call to action before students view the video.

1. Students compare language that is relatively weak or neutral to language that is persuasive or energizing. Before giving the students the worksheets, elicit the meaning of the words *fire up* and *energize* from the class. Divide into pairs, have students identify which statements would make them take action.
2. Divide students into pairs and ask them to discuss the questions. Monitor and support.

Video

A

This activity is designed to check students' comprehension of the main ideas. Tell students to view the video and focus on the tips for creating a persuasive call to action. Ask students to work individually or in pairs to determine if the statements are true or false. Monitor and support. Check answers with the class.

Key:
1. F
2. T
3. T
4. F
5. T
6. T

B

Have students watch the video again and take notes on the tips for making an effective call to action. Ask students to work individually or in pairs to complete the sentences. Monitor and support. Check answers with the class.

Key:
1. weak request
2. make it about
3. fired
4. recall
5. energize

C

This activity is designed to check students' comprehension of the tips for calls to action by matching them to examples. Ask students to work individually or in pairs. Monitor and support. Check answers with the class.

Key:
1. b
2. c
3. a
4. d

Digital skills focus

A

This activity introduces a task that students could use during an online talk to gauge how effective their call to action is. Emphasise that creating polls varies with the software they are using, but some support creating polls in advance of a video conference.

If the students are not familiar with creating polls, open a video conferencing window and share your screen with the class to examine the screen and features your conferencing software offers. Demonstrate how to create a poll and have your students take a poll to see how it works. Be sure to show them if there are settings to allow online participants to be anonymous when they take a poll.

Key:
1. persuasive
2. poll
3. taking action
4. fired up
5. willing
6. anonymous

Language focus

A

This activity has two purposes. The text serves as a model for the student's own talk in the Digital Communicative Task, and it focuses students' attention on key vocabulary.

Tell the students to fill in the gaps to complete the sentences. Monitor and support. Finally, check answers with the class. Encourage discussion if there is disagreement or if students are not sure which is the best word to fill each gap.

Key:
1. call to action
2. weak request
3. persuasive
4. command
5. see why
6. Make it
7. fired up
8. memorable
9. power up

Teacher's notes

B

This activity is designed to focus students' attention on collocations (words commonly used together). Encourage students to view the video again and listen for the phrases.

Key:

1. state
2. take
3. tell
4. easy
5. reach

C

Have pairs or groups read the situation. They should develop at least two ideas for a call to action that will put a strong conclusion on the speech. As time allows, students could compare all the ideas put forward by other groups and vote on the most energizing. Encourage students to select their own topic, if that is more motivating for them.

Key

Students' own answers

Language focus

A

This activity is designed to give students the opportunity to apply the communication skill in an online situation.

Divide students into pairs or small groups. They may use the situation in Language Focus C or choose their own topic to prepare a short speech.

Encourage students to do some research or draw on personal experience to back up any claims they make in their speech. The key in this task is to write a strong call to action to end the speech. Be sure that students identify specific actions they want the audience to take using memorable, impactful language.

Students can do their planning and rehearsal in a breakout room and present their written document to you at the end of the breakout session.

B

Students present their talk in the online class while you record the session or they make a video of their talk and show it during the online session or post it to a discussion board. Encourage audience members to give feedback to the speakers about what persuaded them to act. Allow time for the audience to give feedback to the speakers either live or in written feedback on a discussion board.

Ask each speaker to reflect on their rehearsal process and whether they see improvement from the first rehearsal to the finished and recorded talk.