



Craft Your Cause: Design A Persuasive Campaign

 Language Arts •  30 min •  Ages 16-18 • Grade 11

This challenge invites you to step into the shoes of a communication strategist. You'll explore the art of rhetoric and persuasion, then design a mini-campaign for a cause you care about, using compelling language and ethical appeals. Get ready to influence!

Our goal is for your child to Analyze common rhetorical appeals (ethos, pathos, logos) in various persuasive messages., Develop a clear, persuasive message for a chosen cause or idea., Design a multi-faceted campaign incorporating rhetorical strategies..

What You Need

Paper • Pens/Markers



Scan To Tailor

Every child learns differently, and this is just the baseline. Scan to jump into the app and easily tailor this lesson to match your child's exact learning level and see how Mai will guide this lesson.



Ready for more adventures? Explore our **Sparks Hub** in the app

Lesson Blueprint

A simple, hands-on lesson that guides your child through curiosity, exploration, and reflection.



Mai's Tips

1. **When discussing rhetorical appeals (ethos, pathos, logos), have a few simple examples ready** (e: g., a doctor endorsing a toothpaste for ethos, a sad puppy in an adoption ad for pathos, a scientific study for logos) to help illustrate the concepts if the student struggles to generate their own.
 2. **For the activity, encourage the student to think beyond just words:** A campaign can include simple drawings, symbols, or even a 'call to action' that uses persuasive language.
-



Prep Before Session

1. Gather the materials and choose a safe, comfortable place for the activity.
2. Read through the lesson once so you know where the child will make predictions, test ideas, and reflect.

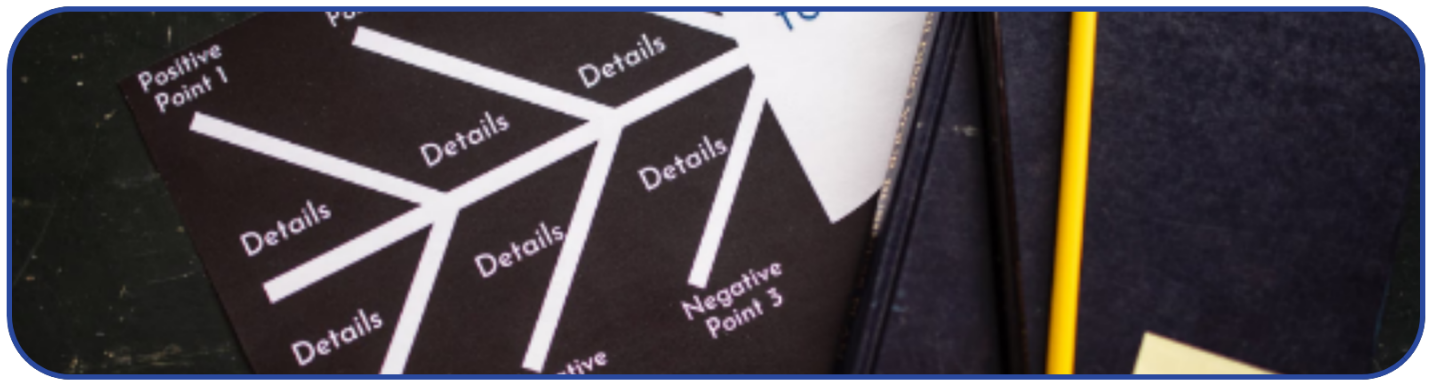


1 Introduction 5 Min

1. Welcome them to the lesson about persuasion. Open the conversation by asking about their personal experiences with persuasive messages and what makes them effective or ineffective.
 - "What do you think makes a message truly persuasive?"
 - "What kinds of messages make you listen?"
 - "Can you think of a time someone tried to persuade you to do something, and it worked? What made it effective?"
 - "What about a time it didn't work? What made that message ineffective?"
2. Encourage them to share any examples from their daily life, like advertisements, friends, or even news.
3. Done when the student shares an initial thought or example of persuasion.



Done when: Student shares an initial thought or example of persuasion.



2 Explore & Plan 8 Min

1. Introduce the three key ingredients of persuasion: Ethos, Pathos, and Logos. Explain each term simply:

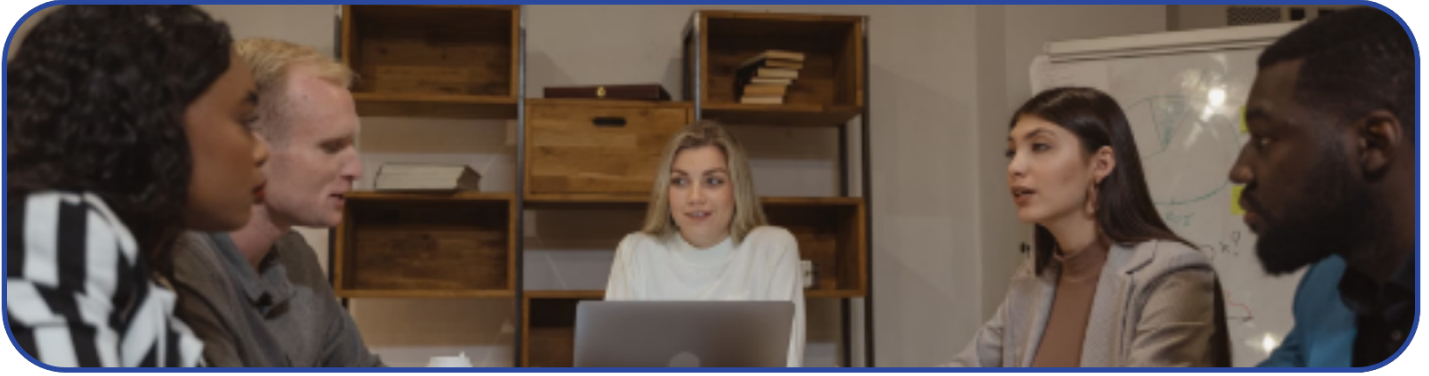
- Ethos is about credibility; it's when a message is persuasive because of the speaker's trustworthiness. How would you recognize an ad using Ethos? (e.g., a doctor endorsing toothpaste).
- Pathos is about emotion; it appeals to feelings to persuade. What kind of messages use Pathos effectively? (e.g., a sad puppy in an adoption ad).
- Logos is about logic and reason; it uses facts, statistics, or logical arguments. Can you think of an example where Logos is used? (e.g., a scientific study).

2. Ask them to brainstorm a cause they care about for a campaign. "For a cause you care about, how could you use Ethos, Pathos, or Logos to convince someone?"

3. Before moving on, gather the paper and pens/markers and place them within easy reach for the next stage.

4. Done when the student can define ethos, pathos, and logos in their own words and has started to think about a cause for their campaign.

 **Done when:** Student can define ethos, pathos, and logos in their own words and has started to think about a cause for their campaign.



3 Discussion 6 Min

1. Lead a critical discussion about the ethics of persuasion. Let them consider the questions first:
 - "Is there such a thing as 'bad' persuasion? What makes it 'bad'?"
 - "What role do ethics play when we try to convince others?"
 - "How do we ensure our persuasive efforts are responsible and respectful?"
2. If they struggle, prompt them by asking about manipulative advertising or political rhetoric, focusing on the ethical implications of such messages. Reinforce that while techniques are powerful, responsible use is key.
3. Done when the student articulates an understanding of ethical considerations in persuasion.

 **Done when:** Student articulates an understanding of ethical considerations in persuasion.



4 **Activity** 9 Min

1. Guide them to design their own mini-persuasive campaign. Make sure the paper and pens/markers are readily available. Encourage them to choose the cause they brainstormed earlier. Instruct them to define their core message and identify their target audience first.
2. Then, have them create at least three distinct elements for their campaign. These should include:
 3. 1. A compelling slogan or headline.
 4. 2. A short speech outline or a letter addressing their audience.
 5. 3. A visual element, like a simple poster sketch or a symbol for their cause.
6. Remind them to consciously think about how they are incorporating ethos, pathos, and logos into their design. Provide a comfortable workspace and encourage a creative, open-ended approach, focusing on applying concepts rather than artistic perfection. Avoid directing their specific choices.
7. Done when the student has completed the physical activity of designing their campaign elements.

 **Done when:** Student has completed the physical activity of designing their campaign elements.



5 Summary 2 Min

1. Celebrate their effort and the creative campaign they've designed.
Prompt them to reflect on the process:
 - "How did it feel to intentionally craft a message using specific persuasive techniques like Ethos, Pathos, and Logos?"
 - "What did you discover about your own ability to communicate powerful ideas?"
 - "What surprised you most about this process, or what might you do differently next time you need to persuade someone?"
2. Reinforce that understanding and using persuasion is a vital skill in many real-world situations, from advocating for a cause to everyday conversations.
3. Done when the student shares one key takeaway or reflection on their campaign design.



Done when: Student shares one key takeaway or reflection on their campaign design.

Beyond The Lesson

Fuel their curiosity beyond the lesson with bonus sparks.



Table Talk

Understanding and applying rhetoric is crucial for careers in marketing, law, public relations, politics, and social activism.



Did You Know?

Everyday objects can reveal surprising science when we slow down and observe them.



Challenge

Create a 'counter-campaign' for the opposite side of your chosen cause, or present your campaign to a family member and gather their feedback on its effectiveness.

★ Quick Recap Quiz 4 Min

Check what your young scientist remembers. Each question includes a Parent Tip to help them find the answer without giving it away.

1. Which Rhetorical Appeal Focuses On The Speaker's Credibility Or Trustworthiness?

☐ Pathos

☒ Ethos

 Hint: Think about 'ethics' and 'authority' for this one.

2. Using Statistics And Logical Arguments To Convince An Audience Primarily Employs Which Appeal?

☐ Ethos

☒ Logos

 Hint: This appeal is about reason and facts.

3. If A Campaign Ad Uses Heartwarming Music And Images Of Happy Families, Which Appeal Is It Mainly Using?

☐ Logos

☒ Pathos

 Hint: This appeal aims to evoke feelings.

4. Why Is Understanding Persuasive Techniques Important In Daily Life?

-  To always agree with whoever sounds most confident.
-  To make informed decisions and critically evaluate messages.



Hint: Think about protecting yourself from manipulation and being a smart consumer of information.