**Letter / Email to the boxing board**

| **AOLE:** Language, Literacy and communication | | |
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| **4 Purpose:** Ethical, Informed Citizens. | | |
| **WM:** Expressing ourselves through languages is key to communication. | | **DL:**  I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience. |
| **LO:** Write a letter to the British Boxing Board | | |
| **SC:**   * Understand the significance of writing a formal letter to address social injustices. * Express their thoughts and feelings on the issue articulately and persuasively. * Use appropriate language and tone in a formal letter. * Create a well-structured and coherent argument supported by evidence. | | |
| **Intro:**   * Revise the history of Cuthbert Taylor’s boxing career. The learners could create a timeline in pairs or small groups. * Ensure the learners understand his history of CT. | | |
| **Main: (Multiple lesson ideas)**   * Class discussion: Why didn’t CT receive his British Title? Was this fair? * Room for whole class discussion, for the teacher to lead and ensure the learner use correct terminology and can express their opinions on the fairness of this openly with their peers. After class discussion, learners could record their responses on Flip - they will be able to listen back to their answers to help them further on in the unit of letter writing. * In order for the learners to write the letter, they will need to know what language to use/include. Teacher could show the learners a **WAGOLL** and have them to annotate key features (openers, WOW words, format of a formal letter (salutation, body, closing), persuasive language and techniques for conveying a strong argument * Teacher to discuss the use of formal language in the letter showing examples and clarify the importance of research and evidence when making a case. * **Activity:** In pairs or small groups, have students brainstorm reasons why an apology should be issued to Cuthbert Taylor's family. Guide students to outline their arguments with supporting details and evidence. (They may need time to do more research into the points they are outlining) * Provide time for students to write their letters individually, focusing on clarity and persuasive language. | | |
| **Plenary:**   * Select a few students to share their letters with the class, encouraging feedback from peers on the effectiveness of their arguments. * Summarise the key points discussed during the lesson and reinforce the importance of standing up against discrimination. | | |
| **Useful links:** | | |