

Education Support Pack

Improving Writing

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Introduction

This Pack

The activities in this pack have been written to help you to get started with Kar2ouche. They provide examples of just some of the ways in which *Improving Writing* can be used in the classroom with Key Stage 3 students. As you get used to using Kar2ouche, you will undoubtedly work out activities of your own to match your students' needs and interests more closely. It is also likely that you will adapt the existing activities to provide them with more differentiated support.

Kar2ouche *Improving Writing* provides a wide range of backgrounds, characters, props and soundfiles that will enable you and your class to create storyboards, animations and publications. You can load your own digital images into Kar2ouche, so that your students can set their storyboards in familiar locations - or even scan and load their own drawings and use these as settings or illustrations. You can also load texts (or your students' own written work) into the Text window of Kar2ouche and base your activity around these. Through the activities, students are also given the opportunity to communicate ideas through collaborative working, exchange of views and group presentations. The images provide stimuli, and the texts provide models for your students' own writing. The differentiated activities provide focused tasks that enable all students to extend their writing skills, and the plenary sessions give them the opportunity to reflect critically on their own work and the work of others.

The activities in this pack have been structured around the purposes of the familiar writing triplets from the *Framework for Teaching English: Years 7, 8 and 9*. At the start of each one, you will find a list of suggestions for alternative activities that are particularly suited to each of the triplets and to working in Kar2ouche. The variations are almost limitless. Many of the activities in this pack include photocopiable sheets that can be used during the preparation or evaluation stages and do not require access to computers. In this way you can make best use of ICT availability.

Structure

The pack is divided into three main sections.

- **Introduction:** This comprises an overview of curriculum coverage and a brief introduction to Kar2ouche.
- **Activities:** Here you will find the teacher's notes for each activity, along with a copy of the step-by-step instructions that the

students will see in the Activity screen. The five activities (summarised below) show how Kar2ouche *Improving Writing* can be used with your students. However, they are only suggestions to get you started. Kar2ouche provides the tools so you can devise your own lessons to supplement or replace those provided.

- **Activity 1 Alien Visitors (Writing to Plan, Draft, Present)**
The students watch a short storyboard about two aliens travelling to Earth in order to find out about life there. They then open one of two differentiated storyboards and supply the answers to the aliens' questions about this planet. They work through this storyboard a second time, rewriting these answers in more formal English before swapping storyboards with a partner. They use a peer assessment sheet to comment on their partner's work and then return it to the student to make final amendments.
- **Activity 2 Writing with Style (Writing to Imagine, Explore, Entertain)** The students consider various ways to catch a reader's attention at the beginning of a story. They then plan their own story and look at ways of making their writing more vivid and precise. They return to their storyboard plan and improve it, before sharing their work with their peers and writing up the story.
- **Activity 3 Crime and Punishment (Writing to Inform, Explain, Describe)** The students watch a short storyboard which shows a range of minor crimes being committed, and then take on the role of a magistrate to decide on appropriate punishments for each one. They watch a storyboard which shows a confrontation between an elderly man and a schoolgirl, and then complete a storyboard in which the man complains about the situation to the head teacher, before the girl explains her side of the story. In the final section of the storyboard, the students take on the role of the head teacher and explain to the girl the punishment she will receive.
- **Activity 4 Animal Rights (Writing to Persuade, Argue, Advise)** The students watch a storyboard of a TV debate on animal testing. After considering the persuasive techniques that the characters in this debate employed, they use the information and strategies from the programme to complete a storyboard in which they have to try to change someone's opinion about this issue. The students help characters in a storyboard to express their thoughts in formal English and then write a letter expressing their own views to a medical or animal rights organisation. The activity culminates in a class debate on the issue of animal testing.

- **Activity 5 A New Development (Writing to Analyse, Review, Comment)** In this activity students are asked to consider a supermarket's proposal for a new edge-of-town store. They look at the local residents' views and the way that objections may be ameliorated. They write a councillor's balanced summary of the views and make recommendations to the planning committee.
- **Appendices:** These comprise copies of the text/audio files contained within Kar2ouche, and a comment on the benefits of Kar2ouche for students with special needs.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why* as well as *what*.

Information-processing skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationships between characters • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives/interpretations • articulate ideas.
Enquiry skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • offer interpretations of texts/situations • create multimedia texts • respond imaginatively to texts/situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in collaborative working and dialogue • review, modify and evaluate work produced.
<i>Communication skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • engage in group discussion • present ideas to a group • use visual aids and images to enhance communication • listen, understand and respond critically to others • read for meaning <ul style="list-style-type: none"> – extract meaning beyond the literal – analyse and discuss alternative interpretations, ambiguity and allusion – explore how ideas, values and emotions are portrayed – consider how meanings are changed when texts are adapted to different media.

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/ articulate ideas.

Making Your Own Activities Using Kar2ouche

You, and your students, can use Kar2ouche in a range of contexts and number of ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively, you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Roughly, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and/or after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class

- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can partially complete storyboards that students finish in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frames – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption windows – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively, students can create their own incomplete storyboards for others to complete – this could be a sort of consequences game – ‘what happens next?’

Animations

Students who have access to Kar2ouche out of class time can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show
- TV interview
- film trailer
- scene of a film or credits (representing a particular genre)
- TV advertisement
- musical score
- fashion show, to show fashions of the time.

Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold.

The sorts of publications could include:

- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience. As you get used to the software, you'll find the possibilities almost endless.

Useful Hints

Readability

When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into the utilities screen and clicking on the question mark. Go to the third page and change the Window, bubble and tool tip fonts. Window and bubble work well on Comic Sans 12, whereas the tool tip works at Comic Sans 14 bold. You will need to type in your password. The default password is 'password' - but your network manager may have changed this, so check first.

Presentations

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Copying

The materials in the Education Support Pack are copyright Immersive Education 2005, but may be photocopied for use within the purchasing organisation.

Adding Text and Images

To add text to the text/audio palette, type what you want to add using a word-processing package and save as a .txt file. Insert this into the text/audio screen by clicking on the orange **open file** icon at the top of the text/audio palette, navigating to the file you have created and opening it. It will then appear without audio in the text/audio palette.

Digital photographs and scanned pictures can be saved on the PC, and inserted as additional backgrounds. To insert these, go into the composition screen, click on the backgrounds tab and the orange **open file** icon at the bottom of the backgrounds palette. Please check available disk space before adding too many of your own backgrounds as they tend to be heavy on memory.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

- visiting our web page www.kar2ouche.com
- e-mailing esp@kar2ouche.com
- writing to – Education Support Packs, Immersive Education, The Old Malthouse, Paradise Street, Oxford OX1 1LD.

Activities

1 Writing to Plan, Draft, Present

As well as the specific activity described in the following pages, you could use Kar2ouche to support your teaching of writing to plan, draft and present in the following ways.

- The students can use the lines, arrows and text boxes in Kar2ouche *Improving Writing* to create spider diagrams and flow charts for planning fiction and non-fiction writing.
- Ask your students to create a storyboard summary of a piece of fiction writing, showing key moments in the plot. (You may wish to specify the number of frames each student uses.)
- The students can present storyboard summaries of plots to their class and explain the choices and decisions they made before starting to write.
- Use Kar2ouche to create 'role on the wall' or 'hot-seating' storyboards to enable your students to explore characters.
- Create a storyboard of key points from a complete text that you have read with your class so that you can discuss together its key features and how they are organised. Alternatively, ask students to create a storyboard from a text they have read so that they have to recognise its key features independently.
- Give the students a storyboard of blank frames with a (differentiated) bank of words in the caption windows, and ask them to complete the storyboard, making use of all the vocabulary you have provided.

Teacher Notes

Activity 1 Alien Visitors

Key Stage/Year	Key Stage 3/Years 7-8
Group Organisation	The students could work in pairs during the first part of this activity, as they will gain from discussing their ideas with a partner. If you wish to assess their final output, you should ask them to work on their own for the final part of the activity.
Suggested Timing	3 one-hour lessons. The students watch the introductory storyboard and complete the speech bubbles in one lesson. In the following lesson they convert the information in these speech bubbles into more formal English. In the next lesson they evaluate another student's work, and then implement suggested amendments to their own work.

Overview of Task

The students watch a short storyboard about two aliens travelling to Earth in order to find out about life there. They then open one of two differentiated storyboards and supply the answers to the aliens' questions about this planet. They work through this storyboard a second time, rewriting these answers in more formal English before swapping storyboards with a partner. They use a peer assessment sheet to comment on their partner's work and then return it to the student to make final amendments.

Objectives

All students will: organise their ideas logically into sequences of sentences, and check their work before completion.

Most students will: use paragraphs to group ideas, and will introduce each paragraph with a topic sentence. They will comment usefully on another student's work, and consider suggested improvements to their own work.

Some students will: organise their writing into paragraphs introduced by topic sentences and developed with relevant detail. These paragraphs will show evidence of logical ordering. They will comment constructively on another student's work, and make considered improvements to their own work.

Curriculum References

Framework for Teaching English

Year 7

- | | |
|-------------------------------|--|
| Sentence Level | <ul style="list-style-type: none"> 1. extend their use and control of complex sentences; 8. recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. <i>when there is a shift of topic, viewpoint or time</i>; 12. organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately; 15. vary the formality of language in speech and writing to suit different circumstances. |
| Text Level - Reading | <ul style="list-style-type: none"> 7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer. |
| Text Level - Writing | <ul style="list-style-type: none"> 1. plan, draft, edit, revise, proofread and present a text with readers and purpose in mind; 10. organise texts in ways appropriate to their content, e.g. <i>by chronology, priority, comparison</i>, and signpost this clearly to the reader; 11. select and present information using detail, example, diagram and illustration as appropriate; 14. describe an object, person or setting in a way that includes relevant details and is accurate and evocative. |
| Speaking and Listening | <ul style="list-style-type: none"> 1. use talk as a tool for clarifying ideas, e.g. <i>by articulating problems or asking pertinent questions</i>. |

Year 8

- | | |
|-----------------------------|---|
| Sentence Level | <ul style="list-style-type: none"> 6. explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. <i>by chronology, comparison or through adding exemplification</i>; 10. identify the key alterations made to a text when it is changed from an informal to a formal text, e.g. <i>change from first to third person, nominalisation, use of passive verbs</i>. |
| Text Level - Writing | <ul style="list-style-type: none"> 2. re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind. |

Speaking and Listening

5. ask questions to clarify understanding and refine ideas;
7. **listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.**

Outcomes

By the end of this activity students will have:

- a completed storyboard of a meeting between an alien and a class of students
- several ordered paragraphs about aspects of life on Earth.

Resources

Kar2ouche *Improving Writing*

- **Alien Mission** storyboard
- **City Life** storyboard
- **Life on Earth** storyboard

Sheet 1.1 *Peer Assessment Sheet*

Activities

Introduction



1. The students watch the introductory **Alien Mission** storyboard, which sets out the context of this writing activity.

Content of Alien Mission storyboard

This shows two aliens leaving their planet and travelling through space until they land on Earth – in a school playground. Their task is to return to their planet with clear information about various aspects of life on Earth.

(The full script for this storyboard can be found in Appendix B.)

Spend a few minutes discussing with the students the kinds of things they think the aliens will discover during their time on Earth.

Development

2. Tell each student (or pair of students) to open either the **City Life** or the **Life on Earth** storyboard. (Read the descriptions of the storyboards below, and then decide which storyboard is best suited to the ability levels of your students.)

Content of City Life storyboard

This is the simpler of the two. In this storyboard one of the aliens asks a class of students about various aspects of city life on Earth.

- What do cities look like? (In this frame various answers are also given, to model for the students the kinds of response they should be aiming at in the following frames.)
- How do people get around?
- What jobs do people do?
- What do people do in their leisure time?

Each question asked by the alien will eventually form the topic sentence of a paragraph of writing. The students complete the empty speech bubbles in each frame with their answers to the questions. Each frame includes a text box of ideas for the students to pull up and consult if they wish. The final output from this storyboard will consist of four paragraphs of writing.

(The full script for this storyboard can be found in Appendix B.)

Content of Life on Earth storyboard

This is the more complex of the two, and is aimed at abler/older students. In this storyboard, one of the aliens asks the class about four aspects of life on Earth:

- landscape (In this frame various answers are also given, to model for the students the kinds of response they should be aiming at in the following frames.)
- transport
- jobs
- leisure.

There are two frames for each topic above, and each frame includes a text box of ideas for the students to pull up and consult if they wish. The final output from this storyboard will be a more complex piece of writing which will involve ordering at least eight paragraphs.

(The full script for this storyboard can be found in Appendix B.)

Remind the students to save their storyboards (with a new name) before they return to the activity screen.

3. The students return to the start of their saved storyboards and rewrite the answers to the questions (in the speech bubbles) in more formal English in the caption windows of each frame. You may wish to spend some time discussing with your class the differences between spoken and written English, and make links with any prior learning in this area. (In both storyboards, the first paragraph is modelled for them.) You may wish the students to work individually on their storyboards – rather than in pairs – from this point onwards.
4. If the students have time, they can add an extra frame at the beginning and end of the storyboard and use these to write a short introduction and conclusion to their report.

Plenary



5. The students swap storyboards and, using Sheet 1.1 *Peer Assessment Sheet*, evaluate the paragraphs and topic sentences and make constructive suggestions for improvement. (You may wish to enlarge this sheet when you copy it, to give the students more space to write in the examples that they find.)
6. The students then spend some time considering the improvements suggested to their own work before saving their work for the last time and submitting it for assessment. The printing screen has been set up for the students so that the output from the caption windows is ready for them to print. (They may need to make some adjustments to the size of each text box depending on how much they have written.)
7. Alternatively, you could select a couple of completed storyboards to watch as a class, and use the *Peer Assessment Sheet* to structure your discussion.

Extension/ Homework

8. The students extend their written output into a travel guide to Planet Earth.
9. The students storyboard the debriefing meeting with Mission Control at which the alien visitors report on their visit to Earth.
10. Using images from the web, the students could produce a storyboard of a TV documentary that the aliens made about the planet whilst they were on Earth.

Student Notes

Activity 1 Alien Visitors

Objectives

In this activity you will write a clearly structured report for a team of aliens to present to their leaders on their return from a mission to this planet. You will suggest improvements to another student's work (and get feedback on your own) and spend some time improving your report before you hand it in.

Outcomes

At the end of this activity you will have:

- a completed storyboard of a meeting between an alien and a class of students
- a report (written in paragraphs) about what the aliens discovered.

Resources

To complete this activity you will need:

- Sheet 1.1 *Peer Assessment Sheet*

Activities

Introduction

1. Open and watch the **Alien Mission** storyboard.

[click here](#)  to open the **Alien Mission** storyboard.

Development

2. Your teacher will tell you to open either the **City Life** or the **Life on Earth** storyboard. When you know which one you should work on, click on one of the links below and fill in the blank speech bubbles in each frame. Don't forget to give the storyboard a new name and save it.

[click here](#)  to open the **City Life** storyboard.

[click here](#)  to open the **Life on Earth** storyboard.

3. Now think about how the alien will have to rewrite the answers you have typed into the speech bubbles in order to make them suitable for his written report. Your teacher may remind you about work you have already done on the differences between spoken and written English to help you with this task.
4. Go back to your saved storyboard in the composition screen (or re-open it from the utilities screen) and work through it again, typing the information from your speech bubbles into the caption window of each frame. You will find that the first paragraph has been done for you as a model. When you have finished, you may have time to add an extra frame at the beginning and end of the storyboard and use these to write a short introduction and conclusion to your report.

Student Notes**Plenary**

5. Your teacher may ask you to swap your storyboard with another student in your class. Look through their storyboard carefully and use Sheet 1.1 *Peer Assessment Sheet* to help you to make useful comments so that they can improve their work.
6. When your partner returns the completed *Peer Assessment Sheet*, look at the comments he or she has made and then use them to improve your writing in the storyboard. Ask your teacher if you should print your final piece. (You will find that the printing screen has been set up for you already, but you may need to make some changes to the size of the text boxes if you have written long paragraphs.)
7. Your teacher may show you some completed storyboards on the whiteboard so that you can discuss them together.

Extension/Homework

8. Write an alien travel guide to Planet Earth, and use backgrounds, characters and props from the palettes to illustrate it.
9. Create a storyboard of the meeting the alien visitors have with Mission Control when they report on their visit to this planet.
10. Use images from the internet to produce a storyboard of a TV documentary that the aliens made about the planet whilst they were on Earth.

Sheet 1.1

Peer Assessment Sheet

Storyboard title:	
Created by:	

Look through the work you are assessing carefully. For each question, try to find an example for where the writer has done well, and another for where he or she has not done so well, and then use the last column to make your own suggestion for improvement.

	Good example 😊	Bad example ☹️	Suggestion 💡
Does each paragraph have a clear topic sentence?			
Are the sentences in each paragraph in the best order?			
Do the sentences in each paragraph vary in length?			
Has the writer included some interesting detail in each paragraph?			
Is the writing formal enough for a written report?			

Assessed by:	
---------------------	---

2 Writing to Imagine, Explore, Entertain

As well as the specific activity described in the following pages, you could use Kar2ouche to support your teaching of writing to imagine, explore and entertain in the following ways.

- Students can load their own drawings (or digital photographs) as backgrounds and create their own children's picture books.
- Give students a selection of storyboards in which you have completed only the first frame, last frame (or both) and ask them to complete the storyboard. Students could work in pairs and discuss their ideas with each other.
- Create a storyboard of backgrounds (from the palette, or using digital photographs or images from the Web) and ask the students to write a description of each one in the caption window. Show a selection of these to the class during the plenary for discussion.
- Students can create a storyboard of a modern retelling of a traditional tale. If they wish, they could provide an alternative ending to a familiar story.
- Students can use Kar2ouche to study character. Ask them to create a storyboard of a key conversation between two characters. They have to include at least one thought bubble in each frame, and explore the gap between people's words and thoughts. You might want to supply the starter sentence.
- Importing photographic backgrounds can be a useful stimulus for travel writing. Students could write about a holiday adventure, or create a travel journal. (They could use the facilities on the printing screen to produce an illustrated travel journal.)
- Give students the opening frame of a storyboard with a background, characters and the opening line – either in a speech bubble or in the caption window. The students then create a story using Todorov's ideas on narrative structure.
- Give the students a storyboard which gives key moments from a narrative but in the wrong order. The students have to arrange the frames in the correct order and then flesh out the story.

Teacher Notes

Activity 2 Writing with Style

Key Stage/Year	Key Stage 3/Years 7-8
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, if you prefer, students may work through this activity on their own.
Suggested Timing	3–4 one-hour lessons. The students should be able to view the introductory storyboard and start work on planning their story in one lesson. They complete their plan and consider improvements to their writing in the following lesson. They swap their work with another student in the third lesson (and give feedback on it) before writing up their plan in the final lesson – or for homework.

Overview of Task

The students consider various ways to catch a reader's attention at the opening of a story. They then plan their own story and look at ways of making their writing more vivid and precise. They return to their storyboard plan and improve it, before sharing their work with their peers and writing up the story.

Objectives

All students will: plan a story and describe setting and characters.

Most students will: plan a story with an arresting opening and a clearly structured plot. They will use precise vocabulary to describe setting and portray character.

Some students will: also experiment with figurative language to convey their ideas.

Curriculum References

Framework for Teaching English

Year 7

Sentence Level	<ol style="list-style-type: none"> 1. extend their use and control of complex sentences; 8. recognise the cues to start a new paragraph and use the first sentence effectively to orientate the reader, e.g. <i>when there is a shift of topic, viewpoint or time</i>;
-----------------------	--

12. organise ideas into a coherent sequence of paragraphs, introducing, developing and concluding them appropriately.

**Text Level -
Reading**

7. identify the main points, processes or ideas in a text and how they are sequenced and developed by the writer.

**Text Level -
Writing**

1. **plan, draft, edit, revise, proofread and present a text with readers and purpose in mind;**
5. **structure a story with an arresting opening, a developing plot, a complication, a crisis and a satisfying resolution;**
10. **organise texts in ways appropriate to their content, e.g. by chronology, priority, comparison, and signpost this clearly to the reader;**
14. describe an object, person or setting in a way that includes relevant details and is accurate and evocative.

**Speaking and
Listening**

1. **use talk as a tool for clarifying ideas, e.g. by articulating problems or asking pertinent questions.**

Year 8

Sentence Level

6. **explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by chronology, comparison or through adding exemplification;**
10. identify the key alterations made to a text when it is changed from an informal to a formal text, e.g. *change from first to third person, nominalisation, use of passive verbs.*

**Text Level -
Writing**

2. **re-read work to anticipate the effect on the reader and revise style and structure, as well as accuracy, with this in mind;**
6. experiment with figurative language in conveying a sense of character and setting.

**Speaking and
Listening**

5. ask questions to clarify understanding and refine ideas;
7. **listen for a specific purpose, paying sustained attention and selecting for comment or question that which is relevant to the agreed focus.**

Outcomes

By the end of this activity students will have:

- a completed storyboard plan of a short story
- a storyboard of descriptions of people and places
- a short story.

Resources

Kar2ouche *Improving Writing*

- **Opening Lines** storyboard
- **Plot** storyboard
- **Mind Your Language** storyboard

Sheet 2.1 *Success Checklist*

Activities

Introduction



1. Students watch the introductory **Opening Lines** storyboard, which models several ways in which the same story could start. Students watch the storyboard and then discuss the merits of each approach and decide which opening is the most successful and why.

Content of Opening Lines storyboard

This gives the opening frame of a story and then shows six different ways that the same story could begin. Before each alternative opening is a frame explaining the different technique that is being used. There are six suggestions.

- Start from a different point
- Use a flashback
- Describe feelings as well as actions
- Use a different viewpoint
- Use the senses
- Set the scene

(The full script for this storyboard can be found in Appendix B.)

Development

- Working in pairs, the students open the **Plot** storyboard. They are told that they have been commissioned to submit to a publisher the outline of a short story which has an arresting opening, a well-structured plot and shows their ability to use language to accurately convey setting and character.

Content of Plot storyboard

This is set up in sections (opening, development, complication, crisis and resolution) and the students storyboard the outline of their plot in the designated sections. In the opening section they:

- choose (or import) a background and then experiment with the layers features (for example, colour or brightness) and/or import props (for example, rain or clouds) to achieve their desired effect
- add (and describe) no more than three named characters.

(The full script for this storyboard can be found in Appendix B.)



- In order to develop location and character, students open the **Mind Your Language** storyboard.

Content of Mind Your Language storyboard

This contains frames of bland descriptions of people and places. There are pull-up tabs in each frame with suggestions to help the students to improve the writing. The students are reminded to save their work so that you can assess the changes they have made. Alternatively, show some of the more interesting storyboards to the whole class and discuss them together.

- The students now return to their own saved versions of the **Plot** storyboard and see if they can incorporate any of the ideas from the **Mind Your Language** storyboard in order to make their writing more interesting and vivid.

Plenary

- The class view some contrasting storyboarded plots and use a framework to guide their comments on the atmosphere, characterisation, plot and language (Sheet 2.1 *Success Checklist*). Alternatively, pairs of students could swap storyboards and use the checklist to help them to evaluate each other's work.

***Extension/
Homework***

6. Students finish writing up their stories using Kar2ouche (if available to them out of class) or by hand.
7. The students could be given the option of producing a graphic novel/comic strip version of their story produced using Kar2ouche. They may wish to present their work as an animation.

Student Notes

Activity 2 Writing with Style

Objectives

During this activity you will think about how you can plan a short story so that you can catch and keep the attention of your reader. You will also think about how you can describe your setting and characters in interesting ways, and then you will put all your ideas together and write your story.

Outcomes

At the end of this activity you will have:

- a completed storyboard plan of a short story
- a storyboard of descriptions of people and places
- a short story.

Resources

To complete this activity you will need:

- Sheet 2.1 *Success Checklist*

Activities

Introduction

1. Open and watch the **Opening Lines** storyboard, which shows lots of different ways of beginning the same story. Think about the different ideas shown in the storyboard. Which way do you think works best for this story? Why?

[click here](#)  to open the **Opening Lines** storyboard.

Development

2. Imagine that you have been asked to submit the outline of a short story to a publisher. It needs an arresting opening and a well-structured plot. The **Plot** storyboard has been set up for you to work out and record a brief plan of a story. (Your teacher may ask you to work in pairs for this part of the activity.)

[click here](#)  to open the **Plot** storyboard.

3. Now that you have planned your story, you need to think about how you can make your writing as vivid as possible so that you keep your readers interested. Working through the **Mind Your Language** storyboard will give you some ideas to help you enhance your writing.

[click here](#)  to open the **Mind Your Language** storyboard.

Student Notes

4. Now that you have thought about some ways to make your writing more interesting, re-open your saved version of the **Plot** storyboard and, in each caption window, write a paragraph of your story. You may wish to record your words in the text/audio screen.

Plenary

5. You will have the chance to watch some of the storyboards that other members of your class have made, and think about what they have done well and what they could improve. Your teacher may give you Sheet 2.1 *Success Checklist* to help you structure your comments about their work.

Extension/Homework

6. You may be able to use Kar2ouche (in an after-school or lunchtime club) to extend your plan into a complete short story. Experiment with some of the printing options in Kar2ouche, and find the best way to present your finished work.
7. Alternatively, write up your plan into a complete short story. If you are writing a story for children, you may be able to use some of the frames from your plan as illustrations.
8. If you have time, you could use Kar2ouche to produce an animation of your story!

Sheet 2.1

Success Checklist



Watch the storyboard carefully and add your comments on it in the table below.

Plot/structure:	
<ul style="list-style-type: none"> • How does the writer try to capture your interest at the start? • How does the writer make each part of the story interesting? • Is a problem introduced? How? • What do you think about the ending? • Make a positive suggestion for an improvement to the plot or structure. 	
Character:	
<ul style="list-style-type: none"> • How does the writer introduce the characters? • How has the writer made the characters seem lifelike? • What can the reader infer about the characters from their actions and behaviour? • Make a positive suggestion for an improvement to the characters. 	
Setting:	
<ul style="list-style-type: none"> • How is the setting established? What kinds of words are used for this? • How does the setting contribute to the atmosphere/mood of the story? • Make a positive suggestion for an improvement to the setting. 	

3 Writing to Inform, Explain, Describe

As well as the specific activity described in the following pages, you could use Kar2ouche to support your teaching of writing to inform, explain and describe in the following ways.

- Students create a storyboard of a news broadcast about a reported alien landing – or other topic of interest to your students. This could include interviews with witnesses and comments from ‘experts’. As an extension task, they could create a newspaper article (using the printing screen) about the event.
- The students could create a storyboard in which a character is giving a presentation to his or her class about a topic of their choice.
- Underline the importance of audience by printing out frames from Kar2ouche *Improving Writing* which contain groups of characters of different genders, ages and so on. Give each student a printout of one of these frames and ask them to tailor their writing to this audience. During the plenary, examine the difference that this has made to the way they have written and structured their work.
- The students create a storyboard showing a crime taking place and include frames in which a police officer interviews the victim. The students then write up the police officer’s report on the incident.
- Your students can use the printing screen in Kar2ouche to create an illustrated article for a teenage magazine about one of the following topics:
 - Friendship
 - Bullying
 - Part-time jobs
 - Pop stars or sports personalities
 - Fashion
 - Smoking or other health issues.
- Import several contrasting images into Kar2ouche as backgrounds and ask the students to write a detailed description of one of these places. Students could work on this task in pairs, and weaker students could be supported by including a bank of vocabulary (or partial sentences) in the caption window.

Teacher Notes

Activity 3 Crime and Punishment

Key Stage/Year	Key Stage 3/Year 7
Group Organisation	This activity is best suited to students working in pairs, as they will gain from having to discuss their ideas with a partner. However, students may work through this activity on their own.
Suggested Timing	3 one-hour lessons. The students should be able to watch, discuss and complete the first two storyboards (and work through the sheet on connectives) in the first lesson. They spend the second lesson working out the explanations, completing the next storyboard and sharing their work with their peers. They could spend the final lesson writing the letter from the extension activity – or do this for homework.

Overview of Task

The students watch a short storyboard which shows a range of minor crimes being committed, and then take on the role of a magistrate and decide on appropriate punishments for each one. They watch a storyboard which shows a confrontation between an elderly man and a schoolgirl, and then complete a storyboard in which the man complains about the situation to the head teacher, before the girl explains her side of the story. In the final section of the storyboard, the students take on the role of the head teacher and explain to the girl the punishment she will receive.

Objectives

All students will: use complex sentences to express the reasons for an action or decision.

Most students will: extend their use and control of complex sentences in order to explain the reasoning behind an action or decision.

Some students will: explain and give reasons for a situation using an appropriate degree of formality.

Curriculum References

Framework for Teaching English

Year 7

Sentence Level	1. extend their use and control of complex sentences.
Text Level - Reading	8. infer and deduce meanings using evidence in the text, identifying where and how meanings are implied.
Text Level - Writing	10. organise texts in ways appropriate to their content, e.g. <i>by chronology, priority, comparison, and signpost this clearly to the reader;</i> 11. select and present information using detail, example, diagram and illustration as appropriate; 12. develop ideas and lines of thinking in continuous text and explain a process logically, highlighting the links between cause and effect.
Speaking and Listening	1. use talk as a tool for clarifying ideas, e.g. <i>by articulating problems or asking pertinent questions;</i> 4. give clear answers, instructions or explanations that are helpfully sequenced, linked and supported by gesture or other visual aid; 6. listen for and recall the main points of a talk, reading or television programme, reflecting on what has been heard to ask searching questions, make comments or challenge the views expressed.

Outcomes

By the end of this activity students will have:

- a completed storyboard in which they have decided on appropriate punishments for a range of minor crimes
- a completed sheet of sentences using a range of logical connectives
- a storyboard in which they have written clear explanations of a situation from three characters' points of view.

Resources

Kar2ouche *Improving Writing*

- **You Decide** storyboard
- **Short Cut** storyboard
- **Complaint** storyboard

Sheet 3.1 *Cause and Effect*

Sheet 3.2 *Short Cut*

Activities

Introduction



1. Students watch the introductory **You Decide** storyboard and complete the empty speech bubbles. (You could use a whiteboard and do this as a whole-class activity, or the students could work through the storyboard individually or in pairs.)

Content of You Decide storyboard

This shows several frames in which crimes are being committed, each followed by a frame of a magistrate in a court with an empty speech bubble. The students have to decide what punishment the offender should receive (if any) and fill in the magistrate's speech bubble. The crimes shown are:

- a group of boys setting fire to a park bench
- a boy spraying graffiti on a wall
- a girl stealing some sweets from a shop
- a girl throwing litter in the street
- a man getting into his car to drive home from the pub after having too much to drink.

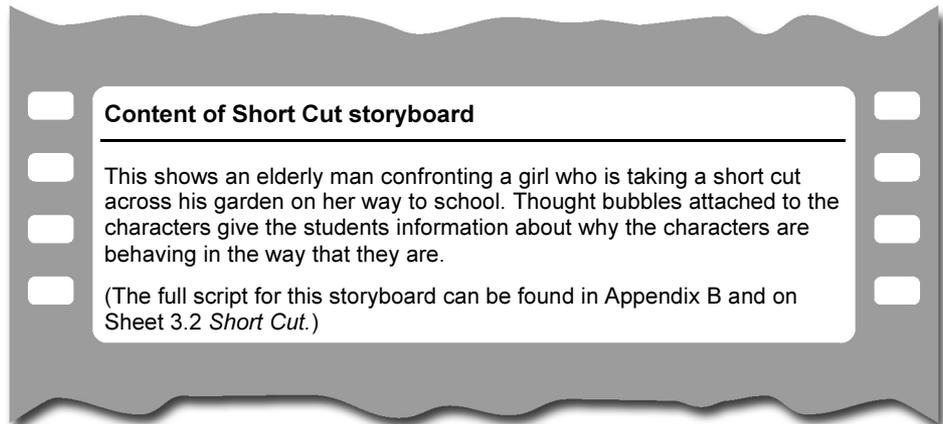
(The full script for this storyboard can be found in Appendix B.)

Development



2. You may wish to give the students Sheet 3.1 *Cause and Effect* to work through (so that they have a range of logical connectives to draw on when they start writing explanations), or ask them to work on your own materials at this point. Make clear links between this work and any prior learning the students have done on this aspect of sentence construction.
3. The students then watch the **Short Cut** storyboard, which dramatises the incident that the students will work on for the remainder of the activity. They can watch this storyboard individually (or in pairs) or you may prefer to watch it as a class (using a whiteboard) and then spend some time discussing it together to ensure that everyone has grasped the main points before they continue with the activity.





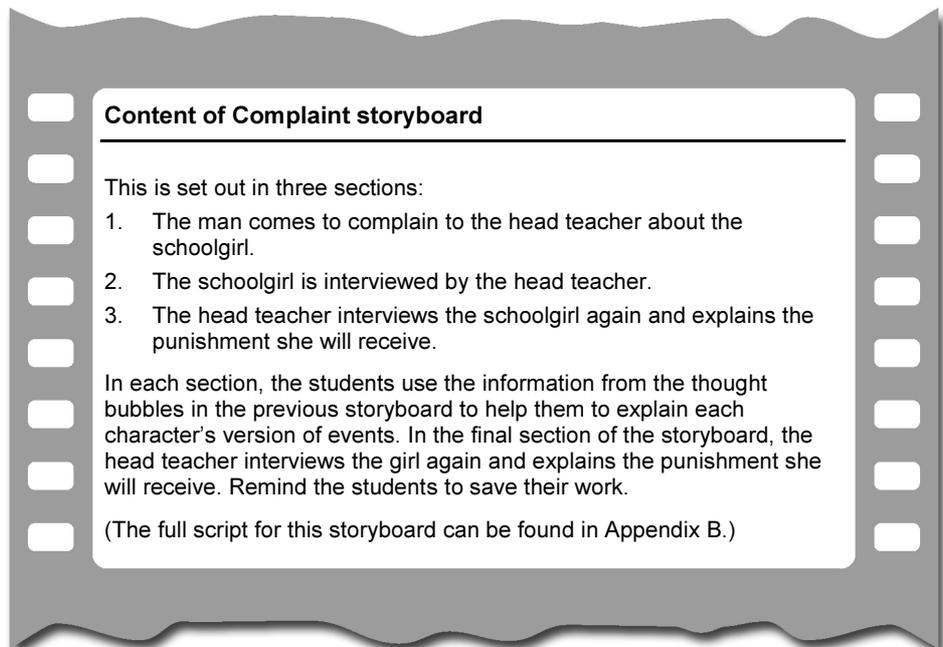
Content of Short Cut storyboard

This shows an elderly man confronting a girl who is taking a short cut across his garden on her way to school. Thought bubbles attached to the characters give the students information about why the characters are behaving in the way that they are.

(The full script for this storyboard can be found in Appendix B and on Sheet 3.2 *Short Cut*.)



4. The students then open the **Complaint** storyboard and fill in the blank speech bubbles. (You may wish to make copies of Sheet 3.2 *Short Cut* available for your students to refer to as they complete this storyboard.)



Content of Complaint storyboard

This is set out in three sections:

1. The man comes to complain to the head teacher about the schoolgirl.
2. The schoolgirl is interviewed by the head teacher.
3. The head teacher interviews the schoolgirl again and explains the punishment she will receive.

In each section, the students use the information from the thought bubbles in the previous storyboard to help them to explain each character's version of events. In the final section of the storyboard, the head teacher interviews the girl again and explains the punishment she will receive. Remind the students to save their work.

(The full script for this storyboard can be found in Appendix B.)

Plenary

5. The students watch and discuss some of their completed storyboards and assess the explanations given. Ask if they can suggest any improvements to the explanations in each section of the storyboard.

Extension/ Homework

6. The students write a letter from the head teacher to the old man (or to the schoolgirl's parents), explaining the punishment that the girl will receive.
7. Ask the students to find a short newspaper article about a crime and to stick it on to a sheet of A4 paper. Underneath they have to write a paragraph explaining what punishment they would give in this case and why.

Student Notes

Activity 3 Crime and Punishment

Objectives

During this activity you will think about how you can use language to explain a situation.

Outcomes

At the end of this activity you will have:

- a storyboard in which you have decided on appropriate punishments for a range of minor crimes
- a sheet of sentences which you have joined together in different ways
- a storyboard in which you have given clear explanations of a situation from three characters' points of view.

Resources

To complete this activity you will need:

- Sheet 3.1 *Cause and Effect*
- Sheet 3.2 *Short Cut*

Activities

Introduction

1. Open and watch the **You Decide** storyboard, which shows several frames in which crimes are being committed. After each scenario there is a frame of a magistrate in a courtroom. Complete the empty speech bubble in each of these frames with the punishment that you think the offender should receive. Explain your reasons.

click  here to open the **You Decide** storyboard.

Development

2. Your teacher may give you Sheet 3.1 *Cause and Effect* so that you can practise using a range of connecting words before you start work on the next storyboard.
3. Now open and watch the **Short Cut** storyboard, which shows an incident where an elderly man confronts a girl who is taking a short cut across his garden on her way to school. Watch carefully because you will have to use the information in this storyboard to complete the next part of the activity.

click  here to open the **Short Cut** storyboard.

Student Notes

4. Now open the **Complaint** storyboard, in which the man comes to the girl's school to make a complaint about her, and the head teacher asks the girl to give her side of the story. It's your job to explain both characters' points of view to the head teacher – and to decide on the punishment the girl should receive. Your teacher may give you the text of the **Short Cut** storyboard (on Sheet 3.2 *Short Cut*) to help you with this part of the activity.

click  here to open the **Complaint** storyboard.

Plenary

5. You will have the chance to watch some storyboards that other students have completed, and to share your work with them too. Think carefully about the explanations that they have written and see if you can come up with any improvements.

Extension/Homework

6. Write a letter from the head teacher to the old man (or to the schoolgirl's parents), explaining the punishment that the girl will receive.
7. Find a short newspaper article about a crime in a local or national newspaper and stick it on to a sheet of A4 paper. Underneath write a paragraph explaining what punishment you would give in this case and why.

Sheet 3.1

Cause and Effect



When you are writing explanations, there are many words you can use to make the connection between two things clear.

Look at the examples below – the connecting words are in **bold**.

I trampled on the flowers **because** I was not looking where I was going.

As I was not looking where I was going, I trampled on the flowers.

Since I was not looking where I was going, I trampled on the flowers.

I was not looking where I was going, **so** I trampled on the flowers.

If I had looked where I was going, I would not have trampled on the flowers.

Although I was looking where I was going, I trampled on the flowers.

Unless I look where I am going, I will trample on the flowers.

As long as I look where I am going, I will not trample on the flowers.



See how many different connecting words you can use to join together each of the pairs of sentences below.

I heard someone shouting.	I climbed over the wall.
We left early.	We did not see them.

Sheet 3.2

Short Cut

Kelly was late again. Although her school was only just behind the gardens of the houses she was walking past, she had to follow the road round to the front entrance and it would take her another fifteen minutes even if she hurried.

She stopped at the gap between two houses and looked around. There was no one in sight. Surely it wouldn't do any harm if she took a short cut through one of the gardens and climbed over the wall and into the school? She could get there on time if she did. Kelly made her decision. She would do it. Whatever happened, it couldn't be worse than being told off for being late – again.

All went well until she began to cross the garden. First a dog appeared and began to growl at her. Then an elderly man appeared from behind a shed, shouting at her and waving his arms. The dog began to bark at her and the man got closer.

Kelly panicked. She ran straight for the wall to make her escape. The man moved to block her way, but Kelly's bag caught his shoulder as she ran past, and he stumbled and fell. She scrambled over the wall and into the school grounds, leaving the old man on the ground with the dog standing over him.



4 Writing to Persuade, Argue, Advise

As well as the specific activity described in the following pages, you could use Kar2ouche to support your teaching of writing to persuade, argue and advise in the following ways.

- Students storyboard an interview between a student and a head teacher during which the student argues that:
 - school uniform should be abolished
 - school lunches should be improved
 - an after-school club (of their choice) should be introduced.
- Students use Kar2ouche to produce a brochure promoting their town or school. They can import their own images (digital photographs or scanned drawings or maps) or use the ones available in Kar2ouche.
- Use Kar2ouche to create a storyboard conversation which models aspects of persuasive or argumentative writing. Watch and discuss this storyboard with your class (using a whiteboard) before they start work on their own writing task.
- The students storyboard a class (or TV) debate about one of the following issues:
 - euthanasia
 - abortion
 - gay marriage
 - smoking.
- Students create a storyboard of interviews between a school counsellor and various characters from the Kar2ouche *Improving Writing* palette. (For weaker students, you could create the frame in which the character explains the problem, and the students have to give appropriate advice by completing a blank speech bubble in the following frame.)

Teacher Notes

Activity 4 Animal Rights

Key Stage/Year	Key Stage 3/Year 8
Group Organisation	Students may work through these tasks either individually or in pairs. They will gain from having to discuss their ideas with a partner, but if you wish to assess one or more of the tasks in this activity, you may wish to ask your students to work through that section on their own.
Suggested Timing	3–6 one-hour lessons, depending on how many of the introductory or extension tasks you choose to incorporate into the activity.

Overview of Task

The students watch a storyboard of a TV debate on animal testing. After considering the persuasive techniques that the characters in this debate employed, they use the information and strategies from the programme to complete a storyboard in which they have to try to change someone's opinion about this issue. The students help characters in a storyboard to express their thoughts in formal English and then write a letter expressing their own views to a medical or animal rights organisation. The activity culminates in a class debate on the issue of animal testing.

Objectives

All students will: use evidence to support arguments and express a personal view.

Most students will: develop and signpost arguments in ways that make the logic clear to the reader.

Some students will: use persuasive devices effectively to present both sides of an argument.

Curriculum References

Framework for Teaching English

Year 8

Sentence Level	10. identify the key alterations made to a text when it is changed from an informal to a formal text, e.g. <i>change from first to third person, nominalisation, use of passive verbs.</i>
Text Level - Reading	2. undertake independent research using a range of reading strategies, applying their knowledge of how texts and ICT databases are organised and acknowledging sources.
Text Level - Writing	13. present a case persuasively, making selective use of evidence, using appropriate rhetorical devices and anticipating responses and objections; 14. develop and signpost arguments in ways that make the logic clear to the reader.
Speaking and Listening	10. use talk to question, hypothesise, speculate, evaluate, solve problems and develop thinking about complex issues and ideas.

Outcomes

By the end of this activity students will have:

- a storyboard in which they have analysed a range of persuasive techniques
- a storyboard in which they have argued the case for or against using animals in medical research
- helped a character in a storyboard to rewrite their opinions in more formal English
- written a letter expressing their views on the rights and wrongs of using animals for medical research.

Resources

Kar2ouche *Improving Writing*

- **Animal Rights Debate** storyboard
- **Persuasion** storyboard
- **Dog's View** storyboard
- **Cat's View** storyboard
- **Informal to Formal** storyboard
- **Suitable Language** storyboard

Sheet 4.1 *Animal Research Facts*

Sheet 4.2 *Animal Testing Facts*

Sheet 5.2 *Letter Checklist*

Video, DVD and or leaflets on animal rights issues (*optional*)

Activities

Introduction

1. Before starting this activity, you may wish to watch with your students one of the many videos on the issue of using animals in medical research, available from various agencies and charities, and assess them for bias and objectivity. Alternatively, you could show the students an excerpt from videos (or promotional literature) produced by two groups who have opposing views on this issue and get them to work out the standpoint of the group.
2. Students watch the introductory **Animal Rights Debate** storyboard.



Content of Animal Rights Debate storyboard

This dramatises a TV programme in which two characters with opposing views discuss this issue. The information given in this storyboard is reproduced on two differentiated fact sheets (Sheet 4.1 *Animal Research Facts* and Sheet 4.2 *Animal Testing Facts*) so that the students can refer to the arguments if they wish.

(The full script for this storyboard can be found in Appendix B.)

Development

3. The students open and complete the **Persuasion** storyboard.



Content of Persuasion storyboard

This consists of selected frames from the **Animal Rights Debate** storyboard and highlights examples of different persuasive techniques being used. Students have to explain in the caption window the effect that the technique has on the listener. The first frame has been completed for the students as a model. Comments in brackets for subsequent frames are for your reference only. Remind the students to save this storyboard with a new name so that you can assess their work.

The statements (and techniques used) are as follows:

- Thank you, Kate. First let's be clear about one thing. Animal research is essential to the development of new medicines. (Caption window reads: *The speaker is using a chatty style (by calling the presenter 'Kate' and using the informal 'let's' instead of 'let us'). He also tries to involve the audience when he says, 'Let's be clear'.*)
- However, every person here can rest assured that we take the greatest possible care of the animals in our laboratories, and make sure that any suffering they experience is kept to the absolute minimum. (Use of 'however'; use of superlatives – 'greatest' and 'absolute minimum'; involving audience with 'every person here'.)
- How else are we to test our drugs? Surely no one would suggest we should use humans instead of animals? (Rhetorical questions.)
- Or allow children to die from cancer just to save the lives of a few rats? (Contrasting children and rats; playing on emotions and guilt with 'allowing children to die'; rhetorical question; shock tactics.)
- I could not disagree more with the half-truths that you have just heard. (Criticising the opposition with 'half-truths'.)
- In fact, testing animals is not just wrong, not just cruel, it isn't even reliable. (Clusters of three.)
- I believe that animal research is morally wrong. Nothing can justify causing agonising pain to a defenceless creature. (Use of emotive words 'agonising' and 'defenceless'.)

The students may not notice all the techniques highlighted in brackets above, or may focus on other aspects. The important thing is that they begin to analyse how both the speakers are manipulating language to support their arguments.

(The full script for this storyboard can be found in Appendix B.)

4. You may wish to extend this task for some students by asking them to:

- rewrite a speech bubble in one of the existing frames, using a different persuasive technique
- add a new argument to the debate (for example, the use of macaque monkeys and chimps in animal testing, which encourages the illegal trade in wild primates), and create a persuasively written frame on this aspect to both sides of the debate.



5. The students now open either the **Dog's View** or the **Cat's View** storyboard of a conversation between a dog and a cat who have been watching the documentary. Try to ensure that a reasonable proportion of the class choose each storyboard so that there is a balance of opinion to evaluate at the end of the activity.

Content of Dog's View and Cat's View storyboards

In the **Dog's View** storyboard the students have to take on the role of the cat and try to persuade the dog to change its mind. In the **Cat's View** storyboard the students have to take on the role of the dog and try to persuade the cat to change its mind. The dog supports the idea of animals being used to help mankind overcome disease, whereas the more cynical cat does not.

(The full script for these storyboards can be found in Appendix B.)

The students can carry out independent research to help them to complete these storyboards, or use either Sheet 4.1 *Animal Research Facts* (which gives the facts from the introductory storyboard in random order for more able students) or Sheet 4.2 *Animal Testing Facts* (which gives the same facts arranged in two columns - for and against - for weaker students).

Plenary

6. The class watch at least one storyboard in which the dog and the cat are persuaded to change their minds. Reflect together on the techniques employed by the storyboard creators (for example, using facts, humour or flattery) to achieve this, and make a list (with examples) on the whiteboard.

Extension/ Homework



7. The students open and complete either the **Informal to Formal** storyboard or the **Suitable Language** storyboard.

Content of Informal to Formal storyboard

In this storyboard, the students are asked to 'translate' the thought bubbles of a character who is writing a letter to a newspaper about the use of animals for medical research in a local laboratory. The first frame is modelled for students. The printing screen has been set up so that they can print their finished letter at the end (after consulting you first).

(The full script for this storyboard can be found in Appendix B.)

Content of Suitable Language storyboard

This provides more support for the students than the **Informal to Formal** storyboard. In this storyboard the students drag the text box with the most suitable language into the thought bubble of a character, Anna, who is sitting writing a letter. The alternatives given in each frame are as follows.

- Dear Sir, I am writing to protest about the use of animals in experiments carried out at the local ReSearch laboratory.
OR
Dear Sir, I am writing to say it's terrible what they're doing with animals at the ReSearch lab.
- I believe that using animals for medical research is both wrong and pointless.
OR
They shouldn't use animals for tests. It doesn't work anyway 'cos we're not the same as animals.
- The animals suffer terribly, and drugs which work on mice don't work on humans.
OR
So what if a drug works on a poor little mouse – it doesn't mean it'll work on a person!
- Don't think I don't care about finding a cure for cancer. It's just that there are kinder – and better – ways to do it.
OR
I'm not one of those animal freaks that don't care about people. But this so isn't the way to do research.

In the following two frames the students are given only the informal versions and they have to type a more formal version into Anna's empty thought bubble.

- They could spend money on computers – not cats – or grow tissue in test tubes and try out their drugs that way.
- I just know they'd find drugs that really work a whole lot faster if they didn't use animals.

There are two frames containing blank thought bubbles at the end of the storyboard and the students are asked to use these to complete the letter.

The students are invited to print their work (after consulting you) at the end of the storyboard. Alternatively, you could ask the students to add the correct soundfile (from the text/audio screen) to each frame of their finished storyboard, and then play it to the rest of the class. (They will have to record the final two soundfiles themselves after they have written their formal version.)

(The full script for this storyboard can be found in Appendix B.)



8. The students write a letter expressing their views to either:
 - Animals in Medical Research, or
 - Animal Aid.

(You may wish to give them copies of Sheet 5.2 *Letter Checklist* to support them in this task.)

9. Hold a class debate on the rights and wrongs of using animals for medical research as the final activity.

Student Notes

Activity 4 Animal Rights

Objectives

What do you think about using animals for medical research? How could you change someone else's opinion on this issue? Working through this activity will give you the chance to think about this issue, and help you to find the best way to express your views.

Outcomes

At the end of this activity you will have:

- a storyboard in which you have analysed the ways people use language to change opinions
- a storyboard where you have argued the case for or against using animals in medical research
- helped a character in a storyboard to rewrite their opinions in more formal English
- written a letter to a medical or animal rights organisation expressing your views on the rights and wrongs of using animals for medical research.

Resources

To complete this activity you will need:

- Sheet 4.1 *Animal Research Facts*
- Sheet 4.2 *Animal Testing Facts*

Activities

Introduction

1. Open and watch the **Animal Rights Debate** storyboard, which shows a TV debate on the subject of using animals for medical research.

[click here](#)  to open the **Animal Rights Debate** storyboard.

Development

2. Now open the **Persuasion** storyboard and follow the instructions given. This storyboard gives you the chance to look at parts of the TV debate again and to think about the ways the two characters are using language to persuade the audience to agree with them. Remember to save your storyboard (with a new name) so that you (or your teacher) can look at it again.

[click here](#)  to open the **Persuasion** storyboard.

Student Notes

3. Now open and complete either the **Dog's View** or the **Cat's View** storyboard by clicking on the link below. (Your teacher will help you to decide which storyboard you should choose.) Your teacher may give you Sheet 4.1 *Animal Research Facts* or Sheet 4.2 *Animal Testing Facts* to help you with your work on this storyboard.

click  here to open the **Dog's View** storyboard.

click  here to open the **Cat's View** storyboard.

Plenary

4. You will have the chance to watch some of the storyboards that members of your class have completed, and you may be able to share your work with them too. What methods have people used to try to persuade either the cat or the dog to change their mind? Make a list on the whiteboard and include examples from the storyboards you have watched.

Extension/Homework

5. Your teacher may ask you to work on one of the following storyboards which will help you to think about how you can express your views on this subject more formally. You are going to help a character to write a letter to a local newspaper protesting about the use of animals for medical research in a local laboratory. Ask your teacher which one you should choose.

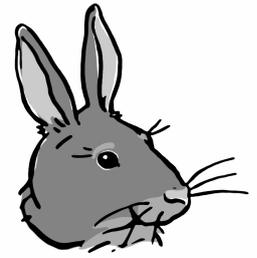
click  here to open the **Informal to Formal** storyboard.

click  here to open the **Suitable Language** storyboard.

6. Write a letter expressing your views on the subject of animal testing to a medical or animal rights organisation. Your teacher may be able to give you the details of the best group to contact. (Your teacher may also give you a copy of Sheet 5.2 *Letter Checklist* to help you with this task.)
7. Why not hold a class debate on the rights and wrongs of using animals for medical research? Your teacher will help you to organise and prepare for this.

Sheet 4.1

Animal Research Facts



Animal research is essential to the development of new medicines.

Animal research is not needed to develop new medicines.

Laboratory animals are well cared for and their suffering is kept to a minimum.

It would be morally unacceptable to use humans instead of animals for experiments.

There are strict laws controlling the use of animals in experiments.

If we don't use animal testing, we'll never find cures for cancer or AIDS.

In many cases the law is not enforced strictly enough to control suffering.

Cancer cures in mice don't work in humans, and all the advances in AIDS treatment have come about by studying people with the disease.

Using animals as 'models' of human disease has misled science and delayed medical progress for decades.

Animal research is morally wrong – nothing can justify causing deliberate pain to a living creature.

Laboratory animals are kept in cramped cages – scientists care more about their experiments than about animal welfare.

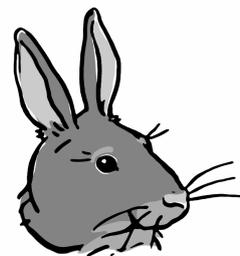
Scientists could replace animal experiments by testing living tissue grown in test tubes and by using complex computer models.

The benefits of animal testing outweigh the suffering to animals.

Computer models and test tube research are useful, but sometimes there is no alternative to using animals.

Sheet 4.2

Animal Testing Facts



FOR	AGAINST
Animal research is essential to the development of new medicines.	Animal research is not needed to develop new medicines.
The benefits of animal testing outweigh the suffering to animals.	Animal research is morally wrong – nothing can justify causing deliberate pain to a living creature.
Laboratory animals are well cared for and their suffering is kept to a minimum.	Laboratory animals are kept in cramped cages - scientists care more about their experiments than about animal welfare.
There are strict laws controlling the use of animals in experiments.	In many cases the law is not enforced strictly enough to control suffering.
If we don't use animal testing, we'll never find cures for cancer or AIDS.	Cancer cures in mice don't work in humans, and all the advances in AIDS treatment have come about by studying people with the disease.
Computer models and test tube research is useful, but sometimes there is no alternative to using animals.	Scientists could replace animal experiments by testing living tissue grown in test tubes and by using complex computer models.
It would be morally unacceptable to use humans instead of animals for experiments.	Using animals as 'models' of human disease has misled science and delayed medical progress for decades.

5 Writing to Analyse, Review, Comment

As well as the specific activity described in the following pages, you could use Kar2ouche to support your teaching of writing to analyse, review and comment in the following ways.

- Students can use Kar2ouche to storyboard a documentary programme which outlines differing points of view on an issue such as immigration. They could follow this by writing a review of the programme (their own or another student's) for a newspaper or magazine.
- Ask the students to imagine that their school is going to be refurbished and during this work they will have to be divided between other local schools. The students can use Kar2ouche to create a storyboard of a class discussion in which they outline the benefits and problems. They could then write a balanced report of the points raised for the school governors.
- Load a text you are studying with your class into the text window of Kar2ouche *Improving Writing*. (For instructions on how to do this, see the *Useful Hints* section at the beginning of this pack.) Students can explore aspects of this text by creating storyboards of key moments in the plot, or by interviewing characters, before starting work on an analytical piece of writing or a review of the text.
- With your class, make a list of issues that are relevant to your local community. These could include:
 - a dangerous road, junction or railway crossing
 - noise from an airport
 - facilities for skateboarding/swimming/football
 - the sale of recreational land for commercial development
 - the opening hours of the local library
 - local transport and/or school buses
 - graffiti.

In groups, the students investigate one of the issues on the list and gather information. They then analyse the material they have, and use Kar2ouche to create an electronic presentation. Each member of the group must create at least one frame of the storyboard, which they show to the whole class on completion. They can include maps of the local area and drawings that they have scanned and loaded into Kar2ouche as backgrounds.

Teacher Notes

Activity 5 A New Development

Key Stage/Year	Key Stage 3/Years 8-9
Group Organisation	Begin by introducing the topic to the whole group and then split into pairs to plan the report. Individuals write their own reports from the plans.
Suggested Timing	2–3 one-hour lessons. One lesson for the introduction and discussion; one lesson to complete the planning storyboards and sheet; and a final lesson or homework to write the final report.

Overview of Task

In this activity students are asked to consider a supermarket's proposal for a new edge-of-town store. They look at the local residents' views and the way that objections may be ameliorated. They write a councillor's balanced summary of the views and make recommendations to the planning committee.

Objectives

All students will: make notes, write a letter and complete a report in standard English.

Most students will: summarise different points of view, write a formal letter expressing a particular viewpoint, and complete an official report which includes an analysis of a range of opinions.

Some students will: write formal letters expressing different views on an issue, and produce a balanced analysis of a wide range of opinions in a formal report.

Curriculum References

Framework for Teaching English

Year 9

Word Level	2. spell accurately all high-frequency words and new terms from all subject areas.
Sentence Level	3. write with differing degrees of formality, relating vocabulary and grammar to context, e.g. using the active or passive voice; 6. compare and use different ways of opening, developing, linking and completing paragraphs; 9. write sustained standard English with the formality suited to reader and purpose.
Text Level – Reading	2. synthesise information from a range of sources, shaping material to meet the reader’s needs.
Text Level – Writing	1. review their ability to write for a range of purposes and audiences, recognising strengths and identifying skills for further development; 3. produce formal essays in standard English within a specified time, writing fluently and legibly and maintaining technical accuracy when writing at speed; 16. present a balanced analysis of a situation, text, issue or set of ideas, taking into account a range of evidence and opinions.
Speaking and Listening	2. use standard English to explain, explore or justify an idea; 5. compare different points of view that have been expressed, identifying and evaluating similarities and differences; 9. discuss and evaluate conflicting evidence to arrive at a considered viewpoint.

Outcomes

By the end of this activity students will have:

- created storyboards summarising the residents’ and developers’ views
- written a letter to demonstrate their understanding of how spoken English is different from written English
- made formal notes on which to base the report to the planning committee

- written a report
- evaluated a partner's work.

Resources

Kar2ouche *Improving Writing*

- **New Development** storyboard
- **Residents' Views** storyboard
- **Local Concern** storyboard
- **Letter Template** storyboard
- **Open Meeting** storyboard
- **Report Plan** storyboard

Sheet 5.1 *Maps*

Sheet 5.2 *Letter Checklist*

Sheet 5.3 *Audience Checklist*

Sheet 5.4 *Report Plan*

Sheet 5.5 *Report*

Sheet 5.6 *Exemplar Report*

Sheet 5.7 *Evaluating a Report*

Sheet 5.8 *Self-Evaluation*

Copies of newspaper articles on local planning issues and copies of council reports (*optional*)

Activities

Introduction



1. Introduce the scenario to the students by watching the **New Development** storyboard.

Content of New Development storyboard

Introductory frames: A developer explaining plans for a new supermarket on the edge of town. Councillor explaining that before planning permission can be given, the council will have to canvas local opinion.

Following frames: Map showing the suburb and proposed site of development.

Final frame: Group of people looking at map – with question marks in thought bubbles.

(The full script for this storyboard can be found in Appendix B.)



2. Looking at the maps, either on Sheet 5.1 *Maps* or projected from the storyboard, ask the students to describe how the land is used now and how the developers plan to change that use.
3. Discuss the possible implications of building a supermarket on this site. Ask the students to predict some of the pros and cons. They can write these in the space provided on the sheet.

Development



4. Put students in pairs and ask them to open and complete one of two differentiated storyboards. The **Residents' Views** storyboard provides more structure for students who need support, whereas the **Local Concern** storyboard provides space for students to add more of their own ideas.

Content of Residents' Views storyboard

First frame: Four characters, two male and two female, in front of the development map. Students are told that they will hear some of the locals' thoughts on the development and that their task is to turn what they say into brief notes.

Second group of frames: An environmentalist expresses his concerns that an ancient hedgerow with at least 45 different species of plant will be removed. He explains that this hedgerow provides a habitat for birds, small mammals and a range of insects. He runs nature courses for students at a local primary school in this field. Students turn this very personal view into clear notes outlining the main concerns.

Third group of frames: A mother is worried that the suburb has very few areas where children are able to play safely. She goes on to say that the proposed site is the only area where youngsters can play unsupervised away from a main road and without disturbing other people. Students note the main points.

Fourth group of frames: An unemployed local man complains that there are very few unskilled jobs in the local area and speculates on the type of work that may be available.

Fifth group of frames: A middle-aged woman who cannot drive says that she will welcome the new development as the supermarket will offer her more choice of goods and will be cheaper than the small, local shop. Students summarise her views.

Concluding frames: Students are asked to choose one of the characters and then write a letter to the local council expressing their views in polite, clear, formal English.

(The full script for this storyboard can be found in Appendix B.)

Content of Local Concern storyboard

This storyboard begins in the same way as the **Residents' Views** storyboard but provides blank frames for students to add two other characters: one in support of and one against the development. If there is time, they can record the local residents' views.

(The full script for this storyboard can be found in Appendix B.)



5. Students write a letter to the council from one of the characters. Talk to the students about the difference between spoken and written English, and how their notes are the step between verbal testimony and a formal letter. Explain the importance of presenting convincing evidence, of expressing themselves in formal and polite language and the correct way to format a letter. Students who need support can refer to Sheet 5.2 *Letter Checklist* and/or the writing scaffold in the **Letter Template** storyboard. This provides a step-by-step approach to the letter which can then be printed out. If the students need prompts to think about how to express themselves for a particular audience, they can refer to Sheet 5.3 *Audience Checklist*. They use this again later when writing the final report.
6. The students now watch the **Open Meeting** storyboard, in which further characters are introduced expressing their opinions.

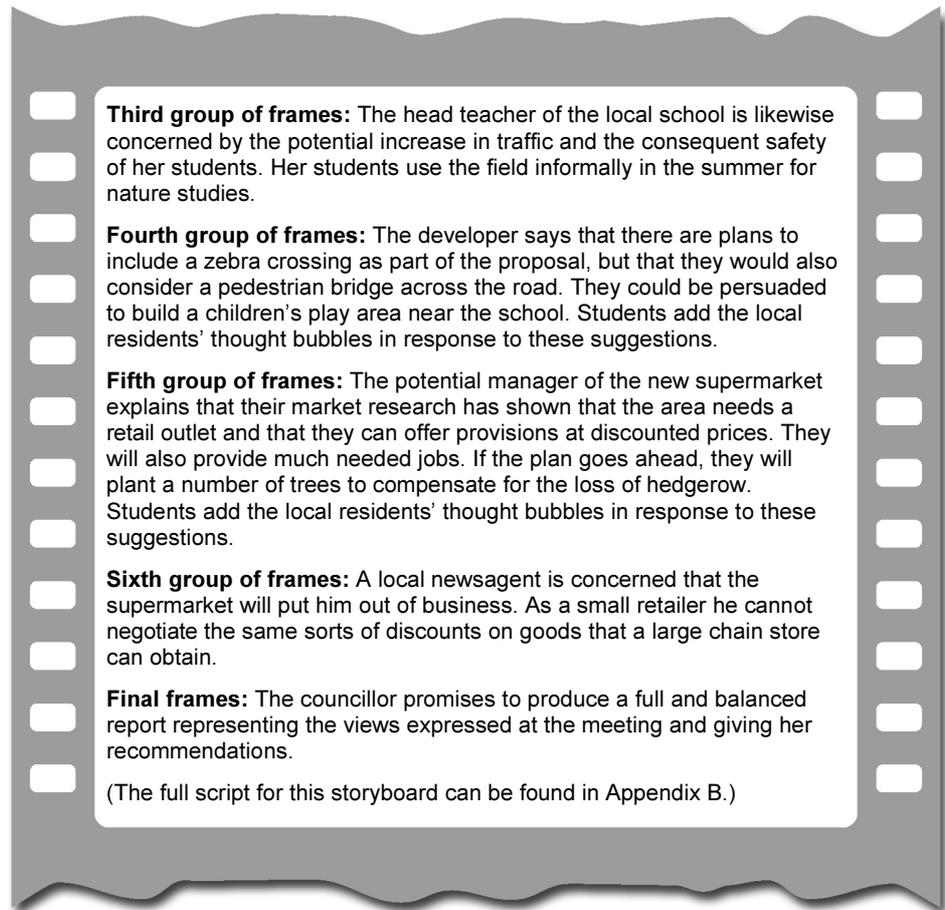


Content of Open Meeting storyboard

Introductory frames: A local councillor, the chair of the planning committee, welcomes residents and developers to the open meeting. Some of the characters encountered in the previous storyboards chat. The meeting begins and the councillor asks for contributions.

First group of frames: An elderly man who lives near the proposed site explains that he is lonely and likes watching the children playing on the field. He is worried that the supermarket development will increase traffic and therefore noise levels. He is also worried that his cat may be in danger from traffic.

Second group of frames: One of the major supermarket investors promises double glazing for those most likely to be affected by the increased noise, but points out that the children make enough noise as it is! Students add the residents' thoughts.



Third group of frames: The head teacher of the local school is likewise concerned by the potential increase in traffic and the consequent safety of her students. Her students use the field informally in the summer for nature studies.

Fourth group of frames: The developer says that there are plans to include a zebra crossing as part of the proposal, but that they would also consider a pedestrian bridge across the road. They could be persuaded to build a children's play area near the school. Students add the local residents' thought bubbles in response to these suggestions.

Fifth group of frames: The potential manager of the new supermarket explains that their market research has shown that the area needs a retail outlet and that they can offer provisions at discounted prices. They will also provide much needed jobs. If the plan goes ahead, they will plant a number of trees to compensate for the loss of hedgerow. Students add the local residents' thought bubbles in response to these suggestions.

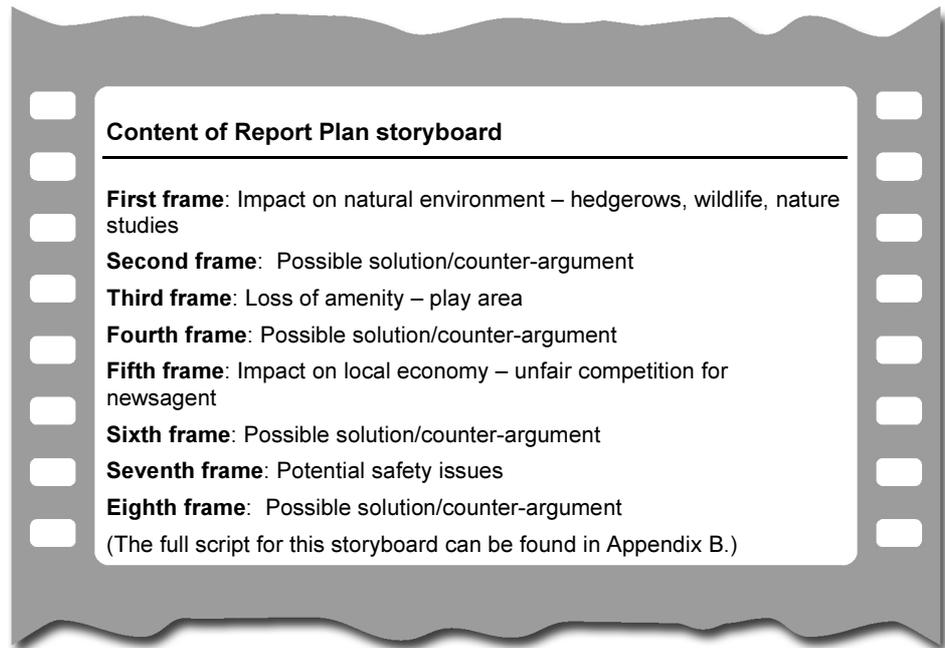
Sixth group of frames: A local newsagent is concerned that the supermarket will put him out of business. As a small retailer he cannot negotiate the same sorts of discounts on goods that a large chain store can obtain.

Final frames: The councillor promises to produce a full and balanced report representing the views expressed at the meeting and giving her recommendations.

(The full script for this storyboard can be found in Appendix B.)

7. Discuss how these verbal descriptions include the relevant and irrelevant. If there is time, ask the students to go back and highlight the sections of the text that are most relevant to the plans. They can do this by highlighting the words, right clicking and changing the colour of the font.
8. Students now take on the role of the chair of the planning committee. Using the **Report Plan** storyboard and Sheet 5.4 *Report Plan*, students are asked to match each character with their opinion and then extrapolate the main points both for and against the proposal that should eventually go in the report. Emphasise that their reports should present a balanced view of the situation.





Content of Report Plan storyboard

First frame: Impact on natural environment – hedgerows, wildlife, nature studies

Second frame: Possible solution/counter-argument

Third frame: Loss of amenity – play area

Fourth frame: Possible solution/counter-argument

Fifth frame: Impact on local economy – unfair competition for newsagent

Sixth frame: Possible solution/counter-argument

Seventh frame: Potential safety issues

Eighth frame: Possible solution/counter-argument

(The full script for this storyboard can be found in Appendix B.)



9. Students use these notes along with Sheets 5.3 *Audience Checklist* and 5.5 *Report* to create the planning committee's final report. This should recommend either accepting the scheme (possibly with certain conditions) or refusing permission. Students can use Sheet 5.6 *Exemplar Report* to get an idea of what a report might look like. Alternatively, you may like to model report writing on the whiteboard.

Plenary



10. Students can share the reports they have written and suggest improvements using Sheet 5.7 *Evaluating a Report*. Ask them to feed back what they think they have learned by completing the activity. In particular they should reflect on:
- how their reports differ from the way the individuals communicated their views in the storyboards
 - how they created a balanced view.



11. If there is time, students could complete Sheet 5.8 *Self-Evaluation* to show what they think they have learned by completing the activity.
12. Hold a class vote to decide whether the development should go ahead or not.

Extension/ Homework

13. Students research a local issue and produce the points for and against in order to complete another report.
14. Students read a local report, summarise the main points, comment on the language used and evaluate how fair they think it is in its presentation of the main facts.

Student Notes

Activity 5 A New Development

Objectives

In this activity you will be required to summarise different points of view. Using the stimulus material you will write a formal letter in standard English expressing a particular viewpoint. Finally, you will create an official report which includes an analysis of a range of opinions.

Outcomes

By working through this activity you will:

- create storyboards that show you can summarise different views
- write a letter that demonstrates your understanding of how spoken English is different from written English
- make notes on which to base a formal report
- write a report in clear, standard English
- evaluate a partner's work.

Resources

To complete this activity you will need:

- Sheet 5.1 *Maps*
- Sheet 5.2 *Letter Checklist*
- Sheet 5.3 *Audience Checklist*
- Sheet 5.4 *Report Plan*
- Sheet 5.5 *Report*
- Sheet 5.6 *Exemplar Report*
- Sheet 5.7 *Evaluating a Report*
- Sheet 5.8 *Self-Evaluation*
- Copies of newspaper articles on local planning issues and copies of council reports (*optional*)

Activities

Introduction

1. Watch the **New Development** storyboard to find out where the Wrappit supermarket chain wants to build their next store.

click  here to open the **New Development** storyboard.

2. Describe how the land is used now and how the developers plan to change that use.
3. Looking at the maps, work out how you think local people might feel about the development. Record what you think the plus and negative points might be on Sheet 5.1 *Maps*.

Student Notes**Development**

4. Working with a partner, you need to open either the **Residents' Views** storyboard or the **Local Concern** storyboard. Your teacher will tell you which.

 to open the **Residents' Views** storyboard.

 to open the **Local Concern** storyboard.

5. Choose one of the characters and write a letter to the council expressing their views about the development. You heard what they had to *say* about the development, but the letter should be quite different. When you speak, you tend to be quite informal, but an official letter needs to be clear, to the point and polite. You need to present your evidence in a reasoned and persuasive way. To help you think about the appropriate tone, look at Sheet 5.3 *Audience Checklist*.
6. If you need some help getting started on your letter, look at Sheet 5.2 *Letter Checklist* and/or the writing scaffold in the **Letter Template** storyboard.

 to open the **Letter Template** storyboard.

7. Watch the **Open Meeting** storyboard. Here more local characters and the developers express their opinions.

 to open the **Open Meeting** storyboard.

8. How much of what the different people say is relevant to the plans? Highlight the sections of the text that are most relevant to the plans. You can do this by highlighting the words, right clicking on them and then changing the colour of the font.
9. Imagine you are the chair of the planning committee. Using the **Report Plan** storyboard and Sheet 5.4 *Report Plan*, match each character with their opinion and then work out the main points of what they are saying. Some are for the proposal, others are against. Organise the various opinions that should eventually go into your report.

 to open the **Report Plan** storyboard.

10. Working on your own, use the notes you make, along with Sheet 5.3 *Audience Checklist* and Sheet 5.5 *Report*, to create the planning committee's final report. This should recommend either accepting the scheme (possibly with certain conditions) or refusing permission. If you want to see what a report looks like, ask your teacher for Sheet 5.6 *Exemplar Report*.

Plenary

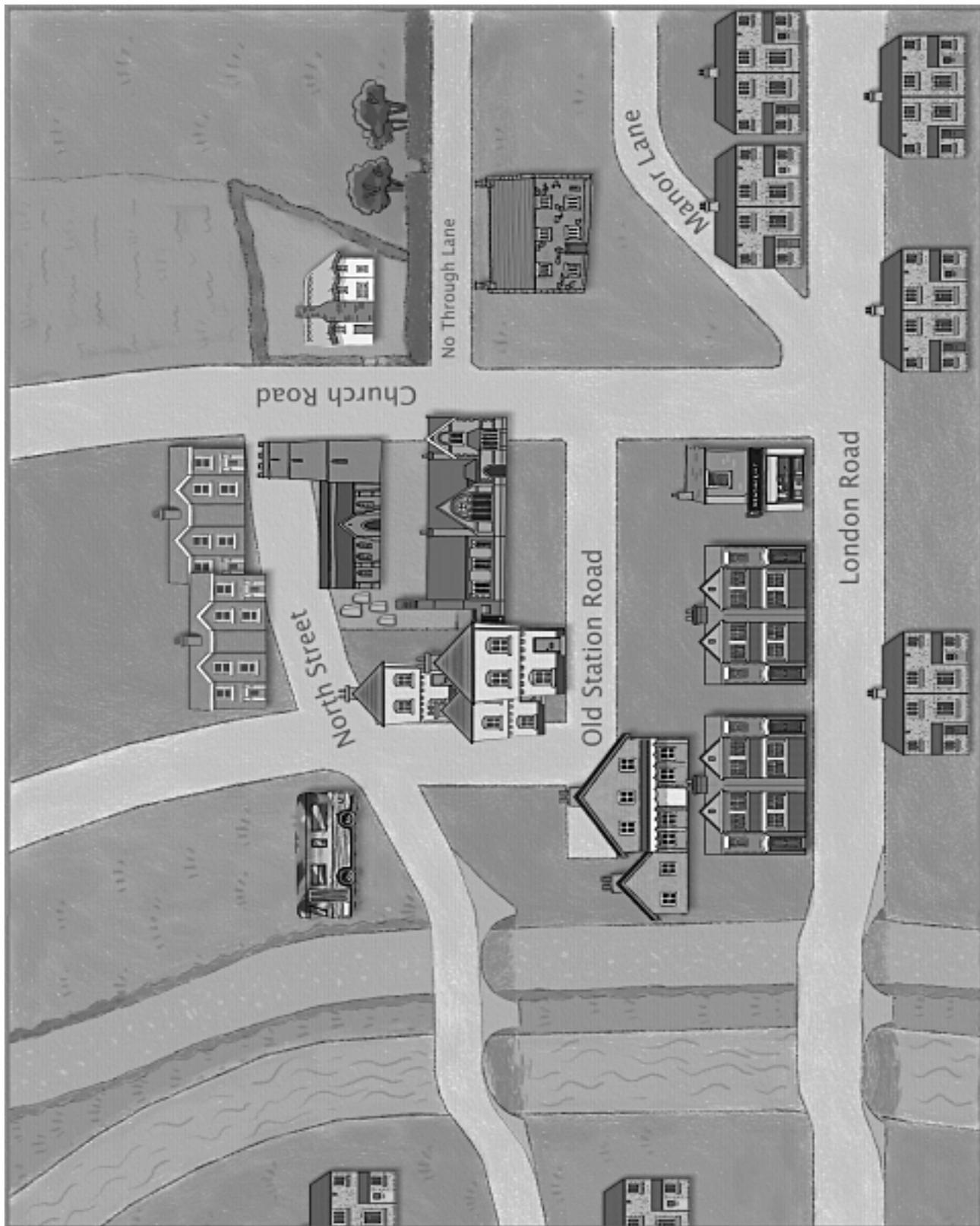
11. Swap your report with a partner. Use Sheet 5.7 *Evaluating a Report* to help you work out what is good and what needs improving. In particular you will look at:
- how your partner's written report differs from the spoken objections
 - how your partner created a balanced account.
12. If there is time, complete Sheet 5.8 *Self-Evaluation* to record what you have learned during this activity.
13. Hold a class vote to decide whether the development should go ahead or not.

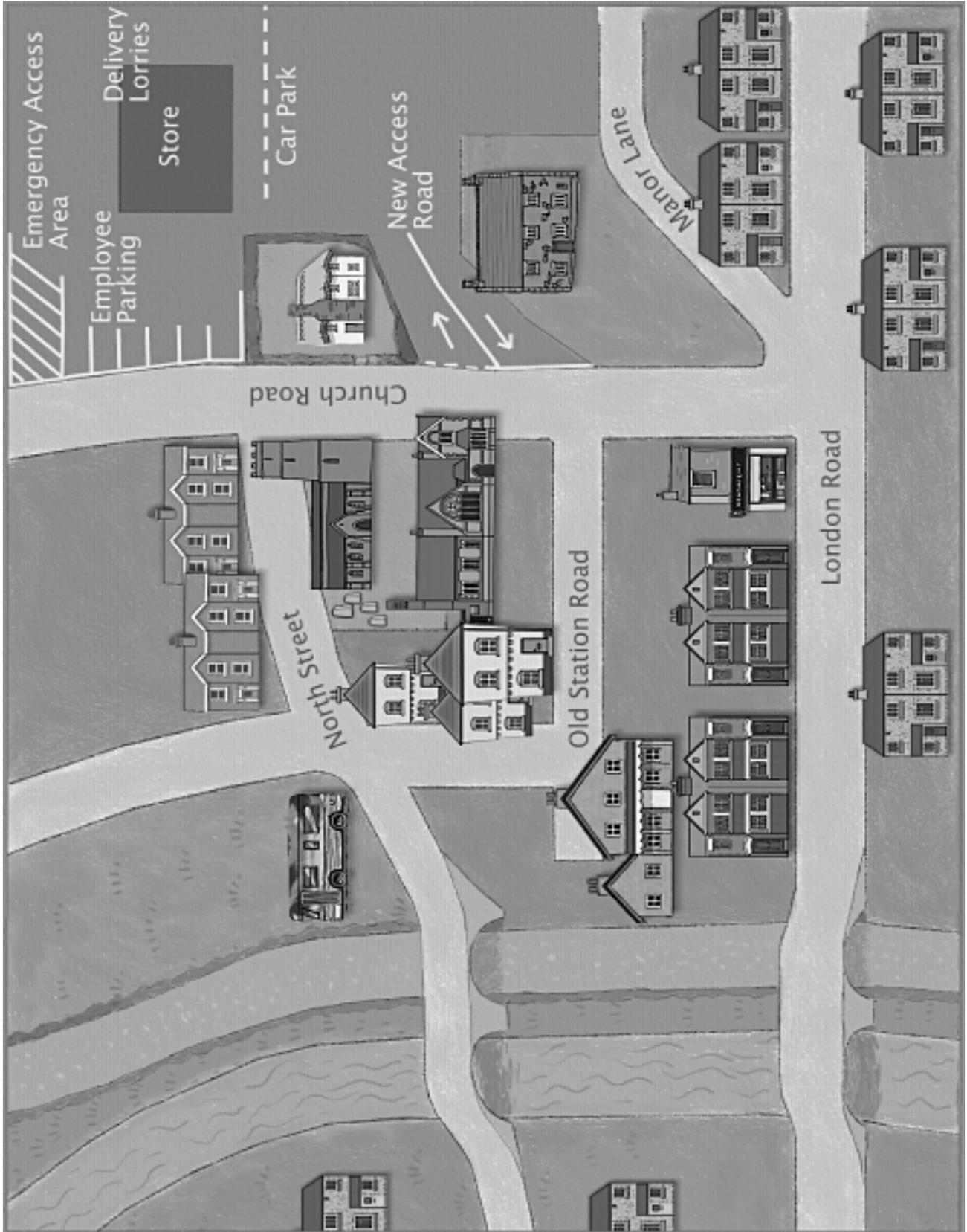
Student Notes**Extension/Homework**

14. Research a local issue and find out how local people feel about it. You may need to refer to local news broadcasts, newspaper articles and council reports. Extract all the positive and negative points and then produce a summary report.
15. Read a real local council report.
 - Summarise the main points.
 - Comment on the language used.
 - Evaluate how fair you think it is in its presentation of the main facts.

Sheet 5.1

Maps





Pros and Cons

Look at the maps and try to work out what local residents might think about the proposed development.

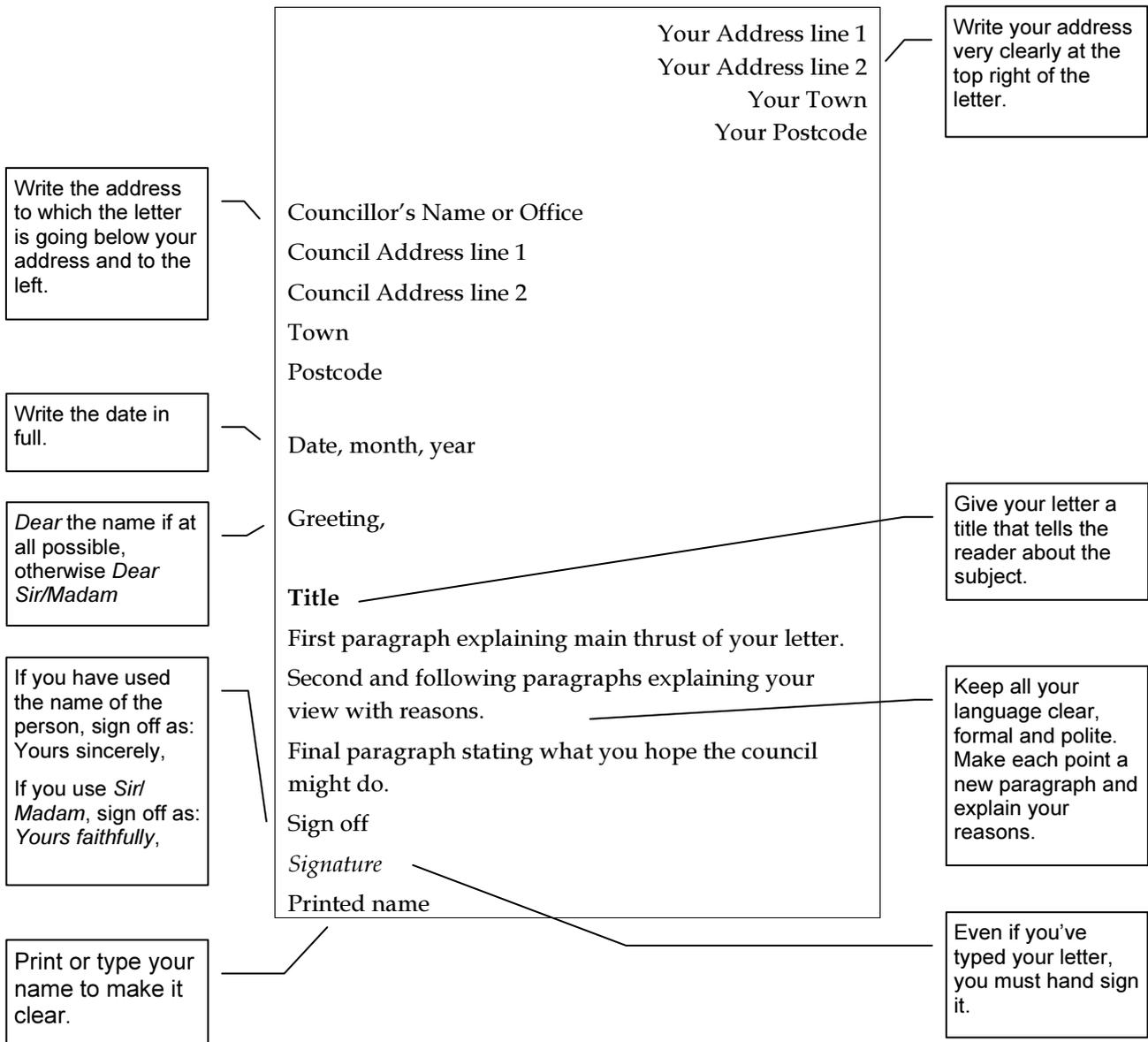
What are the good points (Pros) and what are the bad ones (Cons)?

Pros	Cons

Sheet 5.2

Letter Checklist

Look at the maps and try to work out what local residents might think.



Sheet 5.3

Audience Checklist



Before you start writing you must always think carefully about your audience, or reader. State the audience you are writing for in the box below.

Audience:	
------------------	--

Tick the language choices that are appropriate for this audience. If you can, explain your choices.

<input type="checkbox"/> Formal	
<input type="checkbox"/> Informal	
<input type="checkbox"/> Colloquial/Chatty	
<input type="checkbox"/> Using personal pronouns	
<input type="checkbox"/> Using a detached/ impersonal voice	
<input type="checkbox"/> Simple sentences	
<input type="checkbox"/> Complex sentences	
<input type="checkbox"/> Rhetorical questions	
<input type="checkbox"/> Emotive language	
<input type="checkbox"/> Jokes/Humour	
<input type="checkbox"/> Dramatic language	
<input type="checkbox"/> Balanced, rational language	
<input type="checkbox"/> Polite expression	
<input type="checkbox"/> Personal experience	
<input type="checkbox"/> Short paragraphs	
<input type="checkbox"/> Long paragraphs	

Sheet 5.4

Report Plan



Before you start writing the official report you need to collect together all the information and opinions you have heard. You need to organise these logically under headings. The ones below are only suggestions, but they might help you to order your thoughts. You can also jot down what you would recommend in each instance.

Impact on the natural environment

Negative impact	Counter-argument/solution
Recommendation	

Loss of amenity

What would be lost?	Counter-argument/solution
Recommendation	

Impact on the local economy

Negative impact	Counter-argument/solution
Recommendation	

Potential safety issues

Issue	Counter-argument/solution
Recommendation	

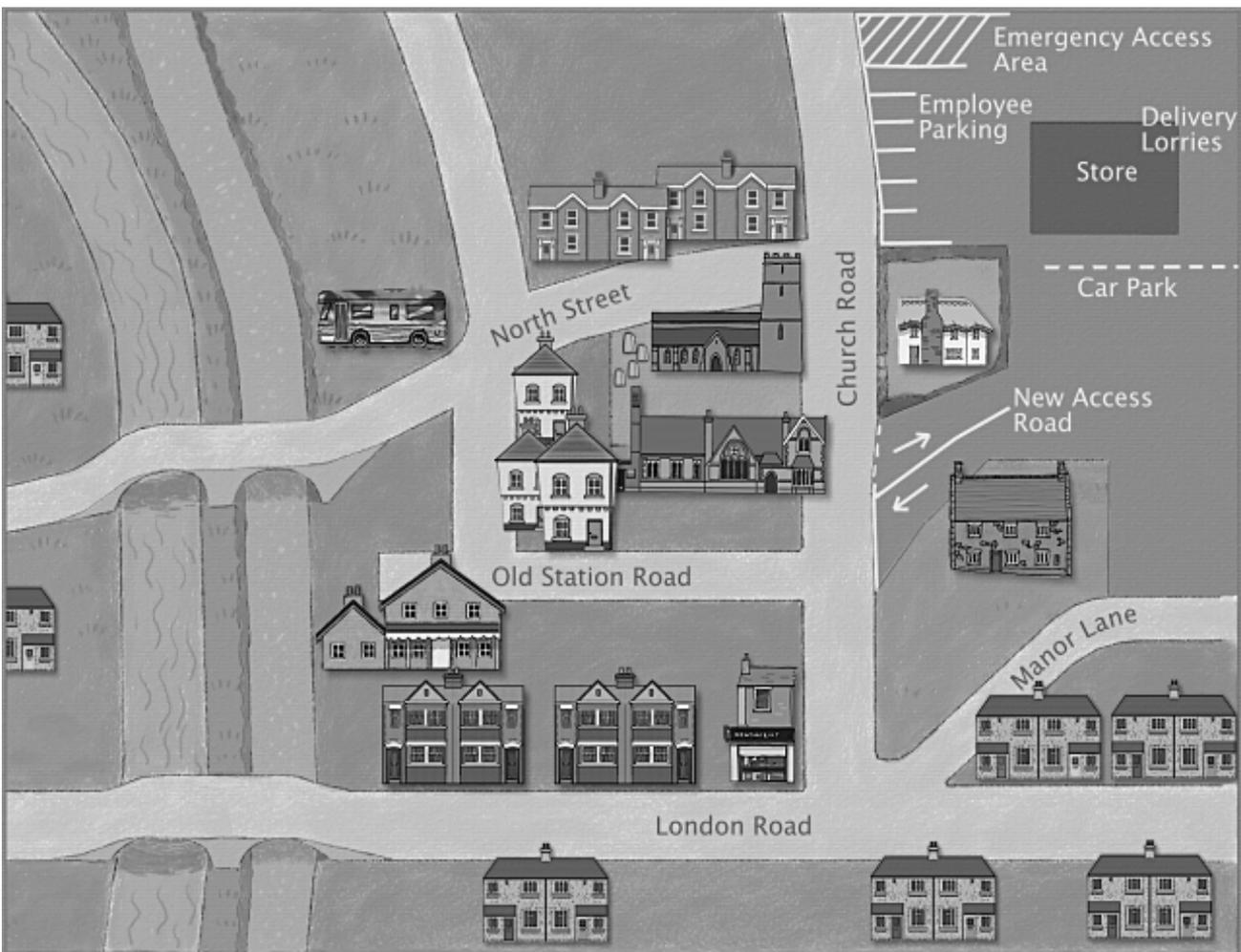
Sheet 5.5

Report

Using your planning notes, you are now in a position to write your report. Use the template below to guide you.

Cover sheet:

Title:	Give your report a clear title that explains exactly what it is about.
Prepared by:	Add your name – you may be questioned later!
Date:	Give the date – if there are updates it will be clear which came first.
Development:	Brief description for front cover – more detail to follow.
Applicant:	Who wants planning permission?



Report:

SITE DESCRIPTION & PROPOSAL	Describe what the land use is now and what is proposed.
OVERVIEW	Summarise main findings – this is a bit like an introduction to an essay where you mention the main points that are going to be developed.
CONSULTATIONS	Describe the consultation procedure – in other words how you found out people's opinions.
REPRESENTATIONS Sub-heading 1	Write a clear paragraph on all the things you have found out. Organise the points under suitable headings. See your planning notes. You can use bullet/numbered points and additional sub-headings if they'll help you make the point clearly.
RECOMMENDATIONS	What do you think should be done and why?
Who to contact:	Add your name, council office address, office telephone number and work email.

Sheet 5.6

Exemplar Report

COVER SHEET

Title

REPORT ON NEW USES FOR LAND ON BIG NATIONAL PARK

Brief description of proposal

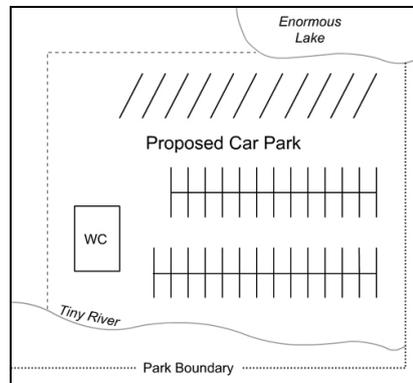
Prepared by: Bertha Burper

Date: April 200X

Development: Build car park for ramblers on south-east corner of Big National Park.

Applicant: International Car Park Corporation (ICPC)

Clear Map



REPORT

Numbered points explaining the proposal. These give location and description of extent of plans.

SITE DESCRIPTION & PROPOSAL

1. The proposal is for the development of a car park on the south-east corner of Big National Park between Tiny River and the Enormous Lake. This is part of a continuing programme of work to accommodate increasing tourism in the area.
2. The car park is to take up to 50 sensibly parked compact vehicles and up to 10 larger vans or buses. The entire site will extend to 1.25 acres.
3. The company also plan to build a toilet facility on this site. This comprises a low brick building with a roof made of local slate.

Virtually an introduction. On reading this you would expect to find paragraphs in the main report on:

- congestion
- safety
- jobs
- natural beauty
- erosion
- pollution
- wildlife.

OVERVIEW

The car park development proposes to take cars off the narrow road that now runs along the southern edge of Big National Park. It is argued that these cause congestion and cause safety problems. The car park will be staffed and so offer local jobs. Those who oppose the plan say that the car park will ruin an area of outstanding beauty, encourage more walkers and so contribute to the problem of erosion and increase pollution. They are also concerned for the local wildlife.

A description of the methods used to elicit public opinion.

CONSULTATIONS

The council has gathered information in a number of ways.

1. An article was placed in the local paper inviting written and email responses.
2. Those who live close to the area were invited to an open meeting at the village hall.
3. A sign was put up at the proposed car park location inviting comments.

Main points as numbered headings with descriptive paragraphs below. If you can use statistics, all the better. Here the first numbered paragraph is for the proposal, whereas the second gives the counter-arguments.

REPRESENTATIONS

1 *Providing for Tourism*

- 1.1 Over 50% of those consulted recognised that tourism is increasing in the area and that it is good for the local economy. As a result the number of cars has increased in the vicinity and those who stop to walk abandon their cars by the roadside making already narrow roads impassable in places.
- 1.2 Others have expressed the opinion that erosion around the area of the proposed car park is already too far advanced. To encourage more walkers in this area by providing a car park would seriously threaten the natural landform.

The pattern would repeat itself under each sub-heading.

2 *Safety*

2.1

Statement of whether the development should go ahead or not. Conditions are listed.

RECOMMENDATIONS

Having taken all the opinions into consideration, it is the council's opinion that a car park should be built and that planning permission will be granted subject to a number of conditions.

Conditions

1. The car park should be sited to the north west of Big National Park; the precise location is still to be determined. This is an acknowledgment that erosion is an issue in the south east. The new location should discourage additional walkers from adding to the existing problem.
- 2.

Who to contact:

Bertha Burper
 Big Park Council Building
 BP House
 Narrow Road
 Countysham
 CD3 8PQ
 09768 443443
 email bburper@BPCC.org

Sheet 5.7

Evaluating a Report

Read your partner's work carefully and then complete the following evaluation. Tick where you think your partner has made a good job and add a comment where you think he or she could make an improvement.

	Yes	Suggested improvements
Language		
Is the language appropriate to the audience?		
Is the language consistently formal (standard English)?		
Has the writer used vocabulary appropriate to the task and genre (report)?		
Is the style sufficiently impersonal to suggest impartiality and authority?		
Information		
Has the writer provided a balanced and unbiased account?		
Has the writer summarised a range of evidence and opinions?		
Is the evidence for both sides presented clearly?		
Has the writer integrated the diverse information into a coherent and comprehensive report?		
Structure		
Is the writing set out appropriately for a report?		
Has the writer used conventions appropriate to the genre, for example numbered or bulleted lists, sub-headings?		
Is everything included that should be there?		
Accuracy		
Is the spelling correct?		
Has the writer used punctuation correctly?		
Is the writing grammatically correct?		

Sheet 5.8

Self-Evaluation

Now that you have written your report, it's worth thinking about all the things that you have managed to achieve by completing the activity. Look at the following statements and tick the appropriate box.

			
Effective notes and plans			
I used information from a range of different sources.			
I extracted key points to introduce each topic area.			
I was able to make concise notes that summarised people's opinions fairly.			
I made purposeful use of my notes and plan when writing my report.			
Structure			
I managed to organise these notes logically for my report.			
I organised information in paragraphs and linked these appropriately, presenting one side of the argument and then the other.			
I used connectives to signal the links between ideas, evidence and opinions.			
Style			
I recognised and used the style appropriate to my audience.			
I combined and re-presented information – taking informal verbal accounts and turning them into formal standard English.			
I understood and used the conventions of report writing.			
I was able to draw concise, balanced conclusions and make reasonable recommendations.			

Appendices

Appendix A

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

From 1988-90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that not only were they more autonomous, but also more motivated.

Glendon Ben Franklin in Leask, M (ed.) (2001) *Issues in Teaching Using ICT*, Routledge

In particular, multimedia products such as Kar2ouche appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Children with special needs are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche, all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way

that increases their confidence. 'Nothing motivates children with special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe to use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable learners to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning, thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group, they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief sound-clips support dyslexic children, many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and, by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

Appendix B

Extracts from Text/Audio Palette

Activity 1 Alien Visitors

Alien Mission Script

- Alien 1: How long until we reach planet Earth?
- Alien 2: Should be only another few minutes if we don't hit any traffic problems.
- Alien 1: Have you been to Earth before?
- Alien 2: No, this is my first time too.
- Alien 1: Can you see our destination on the screen yet?
- Alien 2: Yes, it's coming through now.
- Alien 2: Here it is – you can see the entrance to the school, and the playground where we'll land our spaceship.
- Alien 1: Are they expecting us?
- Alien 2: Yes, the head teacher has agreed to let us interview some of the students.
- Alien 1: That should be very interesting.
- Alien 2: Prepare for entry into Earth's atmosphere.
- Alien 1: OK.

City Life Script

- Alien 1: First question: what do modern cities on this planet look like?
- Student 1: There's always lots going on in a city.
- Student 2: They have loads of skyscrapers, people and traffic.
- Student 3: Lots of people travel into cities every day to work.
- Student 4: And there are big parks and squares where people can hang out.
- Alien 1: How do people get to cities – and travel around once they are there?
- Alien 1: What kinds of jobs do people do in cities?
- Alien 1: How do they spend their free time?
- Alien 1: Thank you very much, Earthlings. I now understand about your Earth cities.
- Alien 2: Modern cities on this planet are busy places with large buildings, lots of people and heavy traffic. Many people commute into cities every day to work, while others come to visit the sights and have fun. There are usually large parks or squares where people can get together on important holidays, as well as many shops, cinemas, museums and other places where visitors can relax and enjoy themselves.

Life on Earth Script

- Alien 1: Can you tell me about the various kinds of landscape I will find on this planet?
- Student 1: You'll see lots of water.
- Student 2: Yeah, there are huge oceans – like the Pacific – and lakes and lots of rivers too.
- Student 3: There's nothing but ice at the north and south poles.
- Student 2: There are huge mountains in some places. Mount Everest is the biggest.
- Student 3: There are deserts full of sand too and rainforests full of trees.
- Student 4: Lots of land has to be used for farming or there wouldn't be anything to eat!
- Alien 2: There are various kinds of landscape on this planet. About three quarters of the planet is covered by water in the form of oceans, lakes and rivers. The Pacific Ocean is the largest area of water and covers about a third of the planet. The north and south poles are so cold that they are covered in ice.
- Alien 1: What other kinds of landscape are there?
- Alien 1: How do people travel around this planet?
- Alien 1: What other forms of transport are used?
- Alien 1: What jobs do people do?
- Alien 1: What other jobs do people do?
- Alien 1: How do people spend their free time?
- Alien 1: What other things do people do in their spare time?
- Alien 1: Thank you very much, Earthlings. I now understand a lot more about your planet.

Activity 2 Writing with Style

Opening Lines Script

- Narrator 1: The opening lines of your story are very important. They should grab your readers' attention and make them want to read on.
- Narrator 1: The next frame gives you the opening of a story, and the following frames show some alternative ways of starting the same story. Think carefully about which opening you prefer and why.
- Narrator 2: One fine day, Safia walked along the road to Jay's house. She walked as slowly as she could ...
- Narrator 1: Start from a different point.
- Narrator 2: Safia knew the moment that she woke up that this would be the day that she and Jay would finally meet. She made her plans carefully ...
- Safia: *(thinks)* Today's the day!
- Narrator 1: Use a flashback.
- Narrator 2: This was the first time that Safia had been back to the street where Jay used to live since the day it happened.

- Narrator 1: Describe feelings as well as actions.
- Narrator 2: As Safia walked along the road to Jay's house, she hoped desperately that she might see him.
- Safia: (*thinks*) What am I going to do if I see him?
- Narrator 2: She felt sick, but she didn't know if she was more afraid of meeting him or not meeting him.
- Safia: (*thinks*) What am I going to do if I *don't* see him?
- Narrator 1: Use a different viewpoint.
- Narrator 2: Jay was looking out of the window thinking about Safia when he saw her walking down the road towards his house. It was too good a chance to miss ...
- Narrator 1: Use the senses.
- Narrator 2: The wind blew in Safia's face and the driving rain stung her cheeks. The clouds were so dark that it seemed more like midnight than midday, but Safia kept on walking towards Jay's house.
- Narrator 1: Set the scene.
- Narrator 2: The flats looked greyer than usual today. Grim and grey. That was just how Safia felt as she trudged along the pavement to the street where Jay lived.
- Narrator 2: But then as she neared the corner, the clouds began to lift and she caught a glimmer of sun.

Plot Script

- Narrator: Replace the word 'Plot' (in the frame above) with the title of your story. (You may prefer to come back to this frame and do this at the end.)
- Narrator: Section 1. Opening
- Narrator: Use the next three frames to plan the opening of your story. Think back to the suggestions in the **Opening Lines** storyboard and make sure that you begin your story in a way that will grab the attention of your readers and make them want to read on.
- Narrator: Introduce your main characters in this section too.
- Narrator: Section 2. Development
- Narrator: You may wish to introduce another important character in this section – but you should have no more than three main characters in your story. Establish the situation and any details that will be important to your readers' understanding.
- Narrator: Section 3. Complication
- Narrator: In the next three frames you need to introduce a problem or complication for your characters to resolve.
- Narrator: Section 4. Crisis
- Narrator: In this section your problem comes to a head. This should be the most exciting point in your story.

- Narrator: Section 5. Resolution
- Narrator: In this section you need to tie up all the strands of your plot so that the reader feels that the story has been properly concluded.
- Narrator: The end. (Don't forget to go back to the first frame and type in the title of your story.) Remember to save your work before you return to the activity screen.

Activity 3 Crime and Punishment

You Decide Script

- Narrator: Click on the next frame to continue.
- Narrator: A group of boys set fire to a park bench.
- Narrator: What punishment do you think the boys should receive?
- Narrator: A boy sprays graffiti on a wall.
- Narrator: What punishment do you think the boy should receive?
- Narrator: A girl steals some sweets from a shop.
- Narrator: A girl throws litter in the street.
- Narrator: What punishment do you think the girl should receive?
- Narrator: A man gets into his car to drive home from the pub after having too much to drink.
- Narrator: What punishment do you think the man should receive?
- Narrator: Type your answer into the empty speech bubble now.

Short Cut Script

- Narrator: Kelly was late again. Although her school was only just behind the gardens of the houses she was walking past, she had to follow the road round to the front entrance and it would take her another fifteen minutes even if she hurried.
- Narrator: She stopped at the gap between two houses and looked around. There was no one in sight. Surely it wouldn't do any harm if she took a short cut through one of the gardens and climbed over the wall and into the school? She could get there on time if she did.
- Narrator: Kelly made her decision. She would do it. Whatever happened, it couldn't be worse than being told off for being late – again.
- Narrator: All went well until she began to cross the garden.
- Narrator: First a dog appeared and began to growl at her.
- Narrator: Then an elderly man appeared from behind a shed, shouting at her and waving his arms.
- Narrator: The dog began to bark at her and the man got closer.
- Narrator: Kelly panicked. She ran straight for the wall to make her escape.
- Narrator: The man moved to block her way, but Kelly's bag caught his shoulder as she ran past, and he stumbled and fell.
- Narrator: She scrambled over the wall and into the school grounds, leaving the old man on the ground with the dog standing over him.

Complaint Script	Head teacher:	Mr Ryan, please tell me exactly what happened this morning.
	Narrator:	Fill in the blank speech bubbles in the following frames with Mr Ryan's version of the story. (Add extra frames to the end of the section if you need them.)
	Head teacher:	Kelly, I have heard a very serious complaint against you, but I would like to hear your side of the story before I decide what I need to do about this situation.
	Narrator:	Fill in the blank speech bubbles in the following frames with Kelly's version of the story. (Add extra frames to the end of the section if you need them.)
	Head teacher:	Kelly, I have now had a chance to think about what you and Mr Ryan have told me about the events that happened in his garden. I now want to explain to you what I have decided.
	Narrator:	Fill in the blank speech bubbles in the following frames. You will have to decide what punishment the teacher would give to Kelly and explain the reasons for her decision. (Add extra frames to the end of the section if you need them.)

Activity 4 Animal Rights

Animal Rights Debate Script	TV presenter:	This evening we are here to discuss the issues surrounding the use of animals in medical research.
	TV presenter:	I have here with me Steven Jarvis, of the Medical Advances Agency, and Safia Gill, from the Animal Support Network.
	TV presenter:	Steve, would you like to begin by explaining why you think we <i>should</i> use animals for medical research?
	Steve:	Thank you, Kate. First let's be clear about one thing. Animal research is essential to the development of new medicines.
	Steve:	If we want to find cures for cancer and AIDS, we have to continue to use animals for research.
	Steve:	We may not like this. We may wish there was an alternative. But the simple fact is that the benefits of animal testing outweigh the suffering caused.
	Steve:	Our opponents say we should use non-animal methods for our research – and we do wherever possible – but sometimes there is no substitute for studying the effects of a drug on a complete living body.
	Steve:	However, every person here can rest assured that we take the greatest possible care of the animals in our laboratories; and make sure that any suffering they experience is kept to the absolute minimum.

- Steve: There are strict laws controlling the use of animals in experiments. All UK laboratories have to meet the highest standards before they can get a licence to perform tests on animals.
- Steve: How else are we to test our drugs? Surely no one would suggest we should use humans instead of animals?
- Steve: Or allow children to die from cancer just to save the lives of a few rats?
- TV presenter: Thank you, Steve. And now let's hear your views, Safia.
- Safia: I could not disagree more with the half-truths that you have just heard.
- Safia: Animal research is simply not needed to develop new medicines.
- Safia: In fact, testing animals is not just wrong, not just cruel, it isn't even reliable.
- Safia: Using animals to test drugs has held up the progress of medical science for decades, because animals and humans are not the same.
- Safia: Cancer cures in mice don't work in humans, and all the advances in AIDS treatment have come about by studying people with the disease.
- Safia: You have just heard that laboratory animals are treated well. That there are laws to protect animals.
- Safia: Maybe there are laws, but once a laboratory has its licence, it is rarely checked again. The animals are kept in cramped cages and unnatural conditions.
- Safia: Scientists could replace animal experiments by testing living tissue grown for the purpose. The other alternative is using detailed computer models.
- Safia: I believe that animal research is morally wrong. Nothing can justify causing agonising pain to a defenceless creature.
- TV presenter: Now it's time for you, the audience, to think about your views on this issue.

Persuasion Script

- Narrator: Click through each frame in turn. Think carefully about the way the speaker is using language to make their argument stronger. Type into the caption window of each frame your assessment of the persuasive technique the speaker is using. (The first frame has been done for you as an example.)
- Steve: Thank you, Kate. First let's be clear about one thing. Animal research is essential to the development of new medicines.
- Narrator: The speaker is using a chatty style (by calling the presenter 'Kate' and using the informal 'let's' instead of 'let us'). He also tries to involve the audience when he says, 'Let's be clear'.

Steve: However, every person here can rest assured that we take the greatest possible care of the animals in our laboratories, and make sure that any suffering they experience is kept to the absolute minimum.

Steve: How else are we to test our drugs? Surely no one would suggest we should use humans instead of animals?

Steve: Or allow children to die from cancer just to save the lives of a few rats?

Safia: I could not disagree more with the half-truths that you have just heard.

Safia: In fact, testing animals is not just wrong, not just cruel, it isn't even reliable.

Safia: I believe that animal research is morally wrong. Nothing can justify causing agonising pain to a defenceless creature.

Dog's View Script

Narrator: In this storyboard you are going to try and change the dog's views about using animals for medical research.

Narrator: You will need to make your arguments as persuasive as possible to do this.

Narrator: Click on each frame in turn and fill in any empty speech bubbles.

TV presenter: And that concludes tonight's TV debate on animal rights.

Cat: That was an interesting programme. What did you think of it?

Dog: It was very good to hear that our species can make such an important contribution to medical research.

Narrator: The cat does not agree with using animals for medical research. Fill in the empty speech bubble with her response to the dog's view.

Dog: But if we don't help, how will they ever find a cure for cancer or AIDS?

Dog: They can't use humans to test drugs on – or there wouldn't be anyone to look after us!

Dog: Anyway, I can't believe they treat animals badly in laboratories.

Dog: But aren't there strict laws controlling the use of animals in experiments?

Narrator: Fill in both speech bubbles in this frame to show how the conversation ends. (You can add some extra frames if you want to include some more arguments.)

Cat's View Script

- Narrator: In this storyboard you are going to try and change the cat's views about using animals for medical research.
- Narrator: You will need to make your arguments as persuasive as possible to do this.
- Narrator: Click on each frame in turn and fill in any empty speech bubbles.
- TV presenter: And that concludes tonight's TV debate on animal rights.
- Dog: That was an interesting programme. What did you think of it?
- Cat: It made me furious to hear how our species are made to suffer when animal testing is not even needed to make new drugs.
- Narrator: The dog agrees with using animals for medical research. Fill in the empty speech bubble with his response to the cat's view.
- Cat: It's not just that it's wrong to make us suffer – it doesn't even work! Humans and animals are not the same, so the results of the tests are often useless.
- Cat: Scientists could use living tissue in test tubes or computer models for their tests, but lots of people make money out of supplying animals to laboratories.
- Cat: And the laws they have to protect us are not strictly enforced.
- Cat: Are you saying you'd like to spend your life in a cramped cage and then die in pain? Never run outside or chase a cat?
- Narrator: Fill in both speech bubbles in this frame to show how the conversation ends. (You can add some extra frames if you want to include some more arguments.)

Informal to Formal Script

- Narrator: In this storyboard you are going to help a character to write a letter to a local newspaper protesting about the use of animals in medical research in a local laboratory.
- Narrator: Anna knows what she would say to her friends about this, but she will need some help to make her language suitable for sending to the editor of a newspaper.
- Narrator: The first frame has been done for you as an example.
- Anna: Dear Sir, I am writing to say it's terrible what they're doing with animals at the ReSearch lab.
- Anna: They shouldn't use animals for tests. It doesn't work anyway 'cos we're not the same as animals.
- Narrator: Rewrite the text in Anna's thought bubble in the caption window below so that it would be suitable for her letter to the newspaper.
- Anna: So what if a drug works on a poor little mouse – it doesn't mean it'll work on a person!
- Anna: I'm not one of those animal freaks that don't care about people. But this so isn't the way to do research.

Anna: They could spend money on computers – not cats – or grow tissue in test tubes and try out their drugs that way.

Anna: I just know they'd find drugs that really work a whole lot faster if they didn't use animals.

Narrator: How do you think Anna should finish her letter? Use the blank caption windows in the next two frames to do this.

Narrator: Now click on the printing tab to see your complete letter. (You may need to resize some of the text boxes.)

Narrator: Ask your teacher if you should print your letter.

Suitable Language Script

Anna: Dear Sir, I am writing to protest about the use of animals in experiments carried out at the local ReSearch laboratory.

Anna: Dear Sir, I am writing to say it's terrible what they're doing with animals at the ReSearch lab.

Anna: I believe that using animals for medical research is both wrong and pointless.

Anna: They shouldn't use animals for tests. It doesn't work anyway 'cos we're not the same as animals.

Anna: The animals suffer terribly, and drugs which work on mice don't work on humans.

Anna: So what if a drug works on a poor little mouse – it doesn't mean it'll work on a person!

Anna: Don't think I don't care about finding a cure for cancer. It's just that there are kinder – and better – ways to do it.

Anna: I'm not one of those animal freaks that don't care about people. But this so isn't the way to do research.

Anna: They could spend money on computers – not cats – or grow tissue in test tubes and try out their drugs that way.

Anna: I just know they'd find drugs that really work a whole lot faster if they didn't use animals.

Narrator: Click on the next frame to continue.

Narrator: Read the text in the boxes above. Which do you think is suitable for starting a letter to a local newspaper? Drag it into Anna's thought bubble. (Drag the other text box into the waste bin.)

Narrator: Drag the most suitable text box into Anna's thought bubble as before.

Narrator: How should Anna write down this idea for her letter to the newspaper? Use the empty thought bubble for your answer.

Narrator: How do you think Anna should finish her letter? Use the blank thought bubbles in the next two frames to do this.

Narrator: Complete this thought bubble too. (You can add an extra frame if you need to.)

Narrator: Now check your storyboard and then ask your teacher if you should print your work.

Activity 5 A New Development

New Development Script

Developer: We want to build a supermarket on the edge of town. Our market research has found that this town can support another edge-of-town development and with the rising population we think there is room for another food store.

Councillor: Well, before we make a decision we're going to have to circulate this map and your proposals to the local residents to get their views.

Developer: They'd be mad not to accept our proposal.

Councillor: We'll see.

Residents' Views Script

Narrator: Listen to what local residents have to say about the plans for the supermarket. Take what they say and summarise it in formal English. Write your notes in the caption windows.

Environmentalist: I can't believe they want to rip out that hedgerow.

Environmentalist: It's beautiful and has been there at least 500 years if not longer.

Environmentalist: It's criminal, that's what it is.

Environmentalist: There are at least 45 species of plant in there if not more and some are very rare, very rare indeed. It's irreplaceable.

Environmentalist: And what about the animals: small mammals, birds and insect life? They'll all lose their natural habitat.

Environmentalist: Don't these developers think? It's all about money and profit and greed – I'm so angry.

Environmentalist: Where will I do nature talks with the local students? Slides and pictures just aren't the same as the real thing. It's got to be stopped.

Narrator: Write two sentences in the final caption window summarising this character's main concerns.

Mother: Ludicrous, plain ludicrous, that's what I call it.

Mother: The children don't have enough play areas as it is.

Mother: I can leave our Liam there unsupervised: the road's quiet and it's very safe. I know old Mr Ryan will keep an eye on the kids too.

Mother: What are we going to do when it's a building site?

Mother: The kids love that field. They play football, hide and seek, tag and climb the trees. They can make as much noise as they like without worrying a soul. It's their special place.

Mother: I'm gutted. I've a good mind to write to the council.

Narrator: Summarise the main issues.

- Man: Well, I'm unemployed and 'ave been for 18 months or more.
- Man: I hear there are going to be loads of jobs at this new supermarket.
- Man: Perhaps I could get a labourer's job during the building, then work in the supermarket once it opens.
- Man: There'll be part-time work for the local students too.
- Man: I reckons we'll get cheaper food an' all. I could do with some 'elp wiv me finances.
- Man: As far as I'm concerned it's a great idea.
- Narrator: Summarise this man's main points.
- Middle-aged woman: It's about time we had better local shops.
- Middle-aged woman: I can't drive and buses into town are rubbish.
- Middle-aged woman: I shop in the Newsagents across the road, but it's so expensive.
- Middle-aged woman: I'll save a fortune if that supermarket gets built and I'll have more choice.
- Middle-aged woman: It can't open soon enough for me and who cares about that scruffy old field anyway?
- Narrator: Sum up the main points this woman makes.
- Narrator: Choose the character whose views make most sense to you. Write their letter to the council. Think about the audience for the letter and how your character might persuade them to see their point of view. Make your points clearly, keep your language formal and be polite.

Local Concern Script

- Narrator: Look again at the map. Who else might have strong views about this development?
- Narrator: Choose one character who might oppose the plans and create some frames in which they express their views.
- Narrator: Choose another character who might be in favour of the plans and create frames giving their opinions.

Open Meeting Script

- Councillor: Welcome to our open meeting. It's so good to see that so many of you could make it.
- Councillor: This evening we want to discuss Build It and Bodge It's proposals for a new Wrappits supermarket on the edge of town.
- Environmentalist: Wonder if they'll listen to reason.
- Middle-aged woman: What do you mean reason – how reasonable is it that I can't shop in this place?

- Councillor: Now if we could have comments directed through me, your Chairperson, that would be helpful.
- Elderly man (Mr Ryan): Thank you. I'd like to say that I live right next to the field and I really enjoy living there. I've lived there all my life and I'm too old to go a movin' now.
- Elderly man (Mr Ryan): I get a bit lonely, living on my own like and, well, watching the children play is a joy.
- Elderly man (Mr Ryan): They play their ball games and climb the trees. It's very healthy for them. That young Bill from number 21 is a bit of a handful, but there's no malice.
- Elderly man (Mr Ryan): Anyway, I'm also a bit worried about the traffic. The road's very quiet now and that's how I like it. I can remember when the hay carts used to trundle along. Those were the days.
- Elderly man (Mr Ryan): When that supermarket opens there will be cars going back and forth all day.
- Elderly man (Mr Ryan): Horrible, smelly, noisy things, speeding past the school and up my lane. That road won't be safe for my poor cat Tibby – oh and it won't be safe for the children either. Folks will be coming from all over not just round here.
- Councillor: Do we have any response to these objections?
- Supermarket investor: Yes. I quite understand your concerns, Sir, and I think I can quite safely promise that, if noise levels are intolerable for the residents closest to the site, we can offer you double glazing. My company prides itself on being responsive to the needs of individuals, so don't you worry.
- Supermarket investor: However, I must say those children must make a ghastly din and cats are sensible creatures.
- Narrator: Complete the thought bubbles to show what you think some of the local residents might be thinking at this point.
- Councillor: Could we have our next comment, please?
- Head teacher: Like Mr Ryan, I'm very concerned about the threat to our children's safety posed by the inevitable increase in traffic. It is true to say that there are very few cars at the moment. Has anyone done a study to predict the volume of increase that we can expect?
- Head teacher: At the moment the local children are able to walk to school quite happily. In the future I don't think this will be the case. I can foresee a dreadful accident if this plan goes ahead.
- Head teacher: Many of our parents will have to spend time bringing their children to school. This means that the little bit of independence our children have will be reduced. It's good for them to have a little responsibility, so to take that away would be a shame.

Head teacher:	I'd also like to say that Mr Bird, our resident environmentalist, often gives the students nature lessons in that field too. We'd sadly miss his contribution to our curriculum studies.
Councillor:	Thank you for that. Do we have a response?
Mr Bodgit the developer:	I would very much like to allay your fears, Madam. We would include a zebra crossing across the road leading to the supermarket.
Mr Bodgit the developer:	If you don't think this is enough, perhaps we could offer a pedestrian bridge. I don't think that would be too ugly.
Mr Bodgit the developer:	As far as the children's play is concerned, let me see. Well, there's an area of ugly scrubland near the school – we could pay for that to be turned into a playground.
Narrator:	Complete the thought bubbles to show what you think the local residents might be thinking at this point.
Councillor:	Are you trying to say something, Sir?
Future supermarket manager:	Yes, thank you. I work for the supermarket chain and our market research shows that local people would like to be able to do the family shop closer to home. It tells us that they would like a greater range of cheaper products and locally grown vegetables.
Future supermarket manager:	Our researchers are very reliable and questioned a large number of you last spring.
Future supermarket manager:	I can promise that Wrappits will be able to offer you discounted and good value provisions close to home. Our staff will be friendly and nothing will be too much trouble.
Future supermarket manager:	What's more, we'll also boost the local economy by providing a range of new full- and part-time jobs.
Future supermarket manager:	I can see you're unhappy about the loss of a green space. Would it help if I committed to planting a small grove of trees locally? Maybe dedicated to someone who has made a real contribution to life in this area.
Narrator:	Complete the thought bubbles to show what you think the local residents might be thinking.
Councillor:	How do you feel about these suggestions?
Local newsagent:	I'm devastated and I think this will put me out of business.
Local newsagent:	My family has run the local shop, newsagent and post office for three generations. Even when the post office was under threat we fought to keep it for local people, particularly the pensioners.

- Local newsagent: We offer a good local service, we know everyone and everyone knows us, but we just can't compete with the prices in supermarkets. We're not big enough to negotiate the same discounts.
- Local newsagent: I'm very worried that we'll sink without trace if this supermarket opens. I don't expect people to be loyal when they can save money. As it is we provide a good local service and we work hard.
- Narrator: Complete the thought bubbles.
- Councillor: I'm very pleased that you all took the time to attend this meeting. I've also received a number of letters and the comments in these, along with your contributions this evening, will be reflected in my report.
- Councillor: Over the next week I will put together this report summarising the points you have all made and making my recommendations.
- Councillor: You will be able to get a copy from me at the local council offices.
- Narrator: Complete the thought bubbles.

Report Plan Script

- Narrator: Drag in the character or characters most likely to make a point under the heading: Impact on the natural environment. Write the topic sentence summarising the main objections in the caption window. Add notes to remind you of other details you could add.
- Narrator: Now drag in the character who might supply a counter-argument or solution. Write this clearly in the caption window.
- Narrator: Drag in the character or characters most likely to make a point under the heading: Loss of amenity. Write the topic sentence summarising the main objections in the caption window. Add notes to remind you of other details you could add.
- Narrator: Now drag in the character who might supply a counter-argument or solution. Write this clearly in the caption window.
- Narrator: Drag in the character or characters most likely to make a point under the heading: Impact on the local economy. Write the topic sentence summarising the main objections in the caption window. Add notes to remind you of other details you could add.
- Narrator: Now drag in the character who might supply a counter-argument or solution. Write this clearly in the caption window.

Narrator: Drag in the character or characters most likely to make a point under the heading: Potential safety issues. Write the topic sentence summarising the main objections in the caption window. Add notes to remind you of other details you could add.

Narrator: Now drag in the character who might supply a counter-argument or solution. Write this clearly in the caption window.