Home learning 2020: Year 8 BODY IMAGE

Email your teacher your work for feedback!

Complete all short answers either in the booklet or on paper. Longer responses should be done on your own paper or typed and emailed to your teacher.

Email addresses all available on the College website.

Name:………………………………………………

English teacher:

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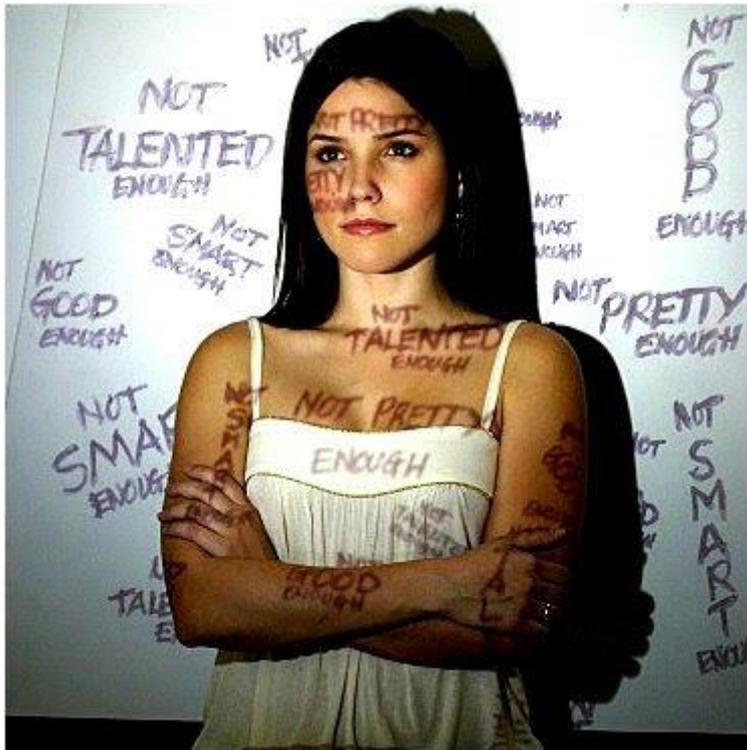
An introduction to Paper 2: Question 5. (Non-fiction writing).

AO1 = To read, understand, and respond to literary texts. Students should be able to demonstrate a critical style in their writing, and develop an informed personal response. Students are also required to use contextual references, including quotations in order to support their interpretation.

AO2 = To analyse the language, form, and structure used by an author and analyse the meaning and context. To ensure relevant terminology is used throughout their assessment.

AO3 = To show an understanding of the relationships between texts and the contexts in which a piece of text is written.

A05 =Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

A06= Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Lesson 1: Making facts and statistics.

Academic vocabulary:

- **Non-fiction- real**
- **Facts- a statement that can be backed-up by evidence**
- **Statistics- numbers**
- **Image**

Task 1:

There are a range of devices that have the specific purpose of being persuasive. *Make a note of the following:*

- **Imperatives**
- **Connectives**
- **Direct speech**
- **Alliteration/Anecdotes**
- **Facts**
- **Opinions**
- **Rhetorical questions/Repetition**
- **Exaggeration (Hyperbole/superlatives)**
- **Statistics**
- **Three (list of)**

You may have realised, these are the ICDAFOREST techniques!

Our focus for today is: *Facts and statistics.*

Body image – What does it mean?

Our image is how we see ourselves in the mirror, and how we think others see us.

People are quite mean to themselves – What do you notice in this video?

Task 2:

Watch the video and make some notes around the blue bubble- what do people say about themselves?

https://www.youtube.com/watch?v=xBEpOOlhNVQ

What do people think about themselves?
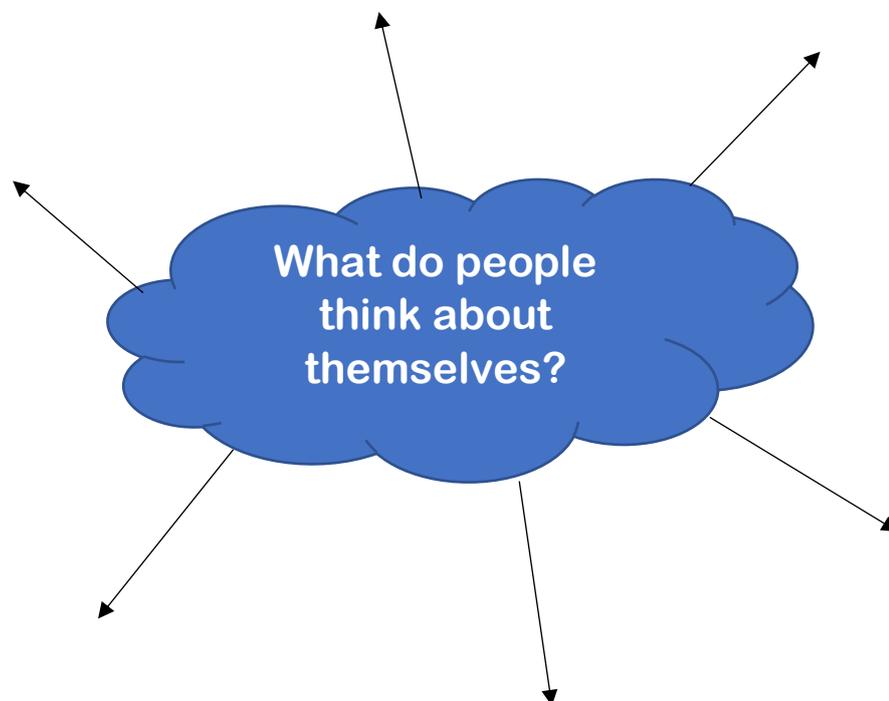
What about the media? How does it make us feel?

There are **expectations** of what boys and girls should look like, this puts pressure on young people. – Just look at these magazines!

Key word:

Expectation:

To be (or look like) what people and society think you should.

E.g. Women are expected to wear make-up.

Task 3:

See if you can find these language techniques on the magazine cover:

One has been done for you.

- Alliteration
- Statistics (numbers)
- Direct Address
- Rule of 3
- Connective

Alliteration 'boys, bullies…'

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Social Media.

Task 4:

Read the following article.

Highlight the facts in blue

Highlight the statistics in green

Facebook and Instagram: More like 'Fake-book' and 'Insta-Glam'

Seeing friends' carefully curated selfies on Facebook is more likely to induce feelings of guilt or shame among young women, and lead to unnecessary dieting, than images of models or celebrities they see in magazines.

Academics found that young women are more likely to compare their appearance with that of their peers' images on social media than they were with celebrities on TV, adverts or other forms of traditional media. When they then make an unfavourable comparison with the other woman they are looking at, the impact is more pronounced when the image is on social media.

Women are also more likely to diet and do exercise when negative comparisons take place on sites such as Facebook or Instagram, the research found. 82% of women said they felt the need to go the gym after looking through a range of social media posts of their friends. The vast majority of study participants were not overweight and did not need to diet.

Researchers said the study, which highlights the concerns behind social media and the impact it has on the mental health of young people, has implications for how schools should teach young people about the influences that might affect their self-esteem. Especially as around 97% of secondary school children have more than one social media account and over half of these children have low self-esteem. In 1990, before mobile Internet was common, only 18% of young children reported low self-esteem issues.

Jasmine Fardouly, lead researcher at the centre for emotional health at a Sydney University, said there are several reasons why social media may be more damaging than traditional media. "Celebrities may seem more distanced and their appearance may seem less attainable than people you work with or see regularly."

The study, which questioned about 150 young women who completed five daily surveys over a five-day period, found that participants overwhelmingly considered themselves less attractive than the people they saw both online and in traditional media.

The negative impact that thin models and airbrushed adverts have on young women has been a source of concern for decades, but increasing attention is being paid to the role of social media. Around 70% of women aged 18 to 35 regularly edit their images before posting them – as do 50% of men in the same age group, according to research by the Renfrew Center Foundation, a US organisation that specialises in tackling eating disorders. Airbrushing on social media has become commonplace: Samsung users have reported that their phones default to a "beauty" mode that alters their faces and smooths out imperfections.

Last month Be Real, a national campaign, was launched to improve body confidence by providing resources to schools, as well as calling on the diet industry, media and businesses to promote different body shapes and sizes. The campaign was launched in response to a report by the all-party parliamentary group on body image which found that girls as young as five were worrying about their appearance. In fact, evidence suggests that one in ten girls under five years old are afraid of being fat.

Natasha Devon, the former children's mental health champion, and co-founder of the Self-Esteem Team, said that PSHE (personal, social and health education classes in schools) – which cover topics such as body image – should be made compulsory, if these issues are to be taught properly.

Don't worry, when you include statistics in your writing, you can make up <u>believable</u> statistics!

Task 5:

Write a paragraph telling teenagers about how social media can affect their body image.

You must include at least 3 <u>believable</u> facts and statistics.

Here is a model paragraph to help you:

Social media, it seems a safe place to socialise with your friends, but teenagers are not aware of the true danger they can place themselves in on a daily basis. In a recent survey, 87% of all 13-15 year olds have reported that they have been a victim of body-shaming in the past six months. Unfortunately, this is a trend that continues to grow in an ever-digital world.

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Consolidation:

Write a 50 word summary about what you have learnt about body image in the media.

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Well done! You've finished lesson 1.

Lesson 2: *Rhetorical questions.*

Academic vocabulary:

- **Non-fiction**- Real
- **Image-** a picture that relates to an article
- **Rhetorical questions**- a question that does not require an answer but makes the reader/listener think.
- **Social media**- e.g. Facebook, Instagram, TikTok
- **Filters**- Applied over a photo or selfie
- **Photoshop-** A computer program which can change the appearance of someone or something.

> **Our focus for today is: *Rhetorical questions.***

Can we really trust what we see?

Lots of images we see online have been photoshopped!

> **What does that mean?**
>
> **Photoshopping** – editing a photo before it is published.
>
> **Filters** – a function on phones that edits the appearance of a photo.

Look at these examples of photoshopping on YouTube:

- **https://www.youtube.com/watch?v=xKQdwjGiF-s**
- **https://www.youtube.com/watch?v=iYhCn0jf46U**

Task 1:

How could photoshopping affect people? How does it make people feel?

Add your ideas to the mind map:

The false idea of 'the perfect body' is created.

Negative effects of fake images
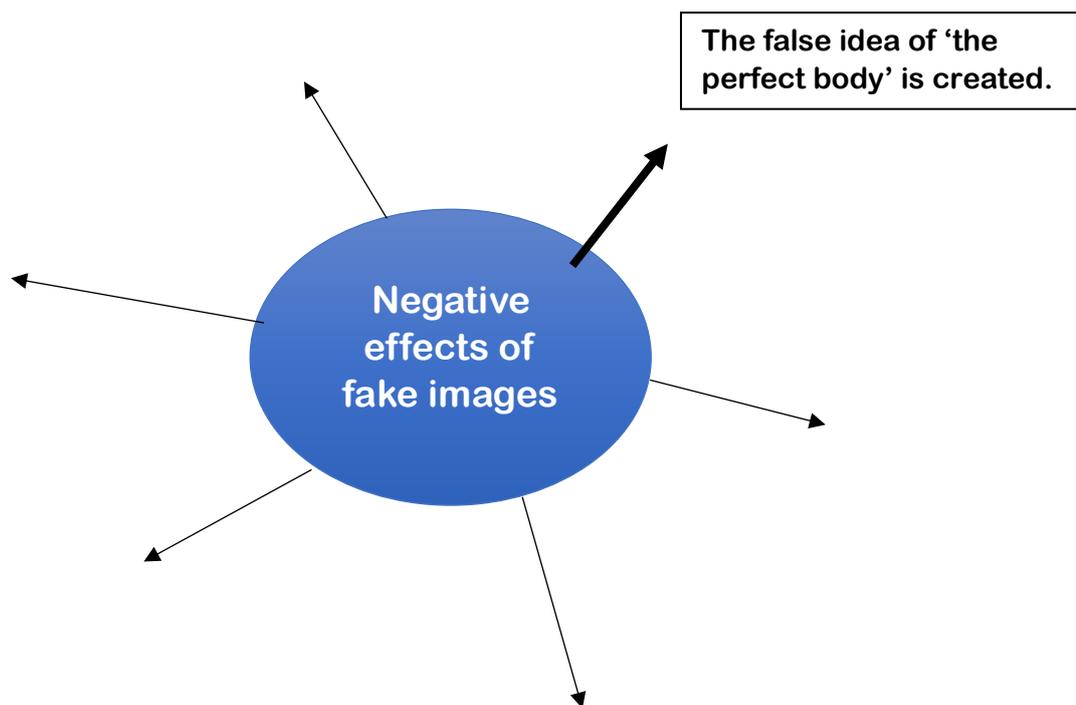
Writing with a viewpoint:

Rhetorical questions are a brilliant way to get your point across.

You can make a person think about things they wouldn't normally think about.

Task 2:

Underline all of the rhetorical questions in the example.

Social Media – More Like Suicidal Media

How would you feel if your 8 year old child came home from school one day upset? Sure, you would comfort them and maybe phone their teacher. Now how would you feel if they were upset because they said that they thought they were fat? That they thought they were ugly? That they thought they weren't good enough? Well this is the society we are living in. Children younger than this are coming home with negative thoughts about themselves due to the fake models and fake photos on social media that it is making children feel not good enough when all they should be worrying about is if they are going to get in trouble for getting mud on their trousers at lunch time! Why are children worrying about what they look like? What is happening to the world?

Task 3:

Write a paragraph giving your view on photo shopping.

Try to use 3 rhetorical questions.

Here are some sentences starters to help you:

How would you feel if …

Did you know that…

You must be aware that…

A recent survey has discovered that…

Research shows that…

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Well done! You've finished lesson 2.

Lesson 3 – Headlines and Puns.

> **Our focus for today is:** *Headlines and puns.*

Academic Vocabulary

- **Newspaper**
- **Article**
- **Headlines**
- **Sub-headings**
- **Puns**
- **Rhetorical questions**
- **Facts**
- **Statistics**

These techniques make a good headline:

- Catchy
- Short
- Clever
- Rhetorical question
- Pun

What is a pun?

A pun is a *play on words for effect.*

E.g. Facebook becomes **Fake-book**

E.g. Instagram becomes **Insta-glam.**

These headlines have used puns for effect. Do you get the puns?

Task 1:

We are going to write newspaper articles on the effects of social media.

Before we start, let's remind ourselves about some of the things that we have been discussing. These videos will help you to remember….

https://www.youtube.com/watch?v=7tUbMkJPviA

https://www.youtube.com/watch?v=tANI_nlvC90

<u>Task 2:</u>

Write an article (at least 3 paragraphs) for a local newspaper where you argue that social media should be banned as it is upsetting young people.

(40 marks)

You need a good headline and an effective opening!

Here is a model paragraph to help you:

> **Enough is enough!**
>
> **87% of all teenagers have reported instances of being mercilessly bullied online in the past six months, with a further 55% having admitted to losing sleep over how they are being targeted online. We cannot let this continue!**

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Challenge: Find images to add to your article to draw the reader in further!

Well done! You've finished lesson 3.

An introduction to Paper 2: Question 5. (Non-fiction writing).

Lesson 4: Creating a 'persona'.

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Our focus for today is: *Anecdotes*

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Academic Vocabulary

- **Anecdote**- A short, interesting, story about something real that happened.
- **Persona**- Part of your character or personality that is shown to others.

Task 1:

Watch the trailers to the two shows mentioned in the article so you can see what the problem is.

https://www.youtube.com/watch?v=z-81WVD8xTs

https://www.youtube.com/watch?v=q9Pk_Eq4BUc

Task 2:

Read the article about these shows on Netflix.

<div style="border:1px solid black; padding:8px;">

Sorry, Netflix: we don't need another fat-shaming TV show!

Don't you think that it is time that Netflix, one of the world's biggest streaming services, took some responsibility for the messages that it is sending out to our young people? Don't you think that it is time for the law to challenge Netflix on some of the TV shows it seems to be releasing?

In 2018, Netflix reported an overall income of $16 billion. It is safe to say that Netflix owners are doing fairly well for themselves. But what about the people, the young people, who watch their TV shows? What about the young impressionable people who are influenced by the things they see on the platform? Over 58% of teenagers regularly watch Netflix TV shows, so you would think it would be safe to assume that Netflix would be responsible with the TV shows it aimed at young people. You would think that Netflix would put out appropriate content that would not damage the mental health and body image of our young people. You would think so.

You would also be wrong; you would be very wrong.

Some of Netflix's recent shows encourage a negative body image, a desire to be thin, bullying, fat-shaming, unrealistic expectations and a complete lack of self-appreciation. We are all unique, we should be encouraged to celebrate that.

Netlfix, you're not helping!

</div>

An introduction to Paper 2: Question 5. (Non-fiction writing).

A recent Netflix Original TV series, titled 'Insatiable', follows Patty Bladell, a teenager who is constantly bulled in school for being overweight. However, due to a freak accident which forced her to go on a liquid diet over the summer holiday, she returned incredible thin and 'beautiful'. As she is now 'beautiful', she is signed up for a beauty pageant and seeks revenge on her bullies.

Phrases such as 'Fatty Patty' and 'Porky' initially highlight to the viewers that it is 'unacceptable' to be a larger person. This is simply not the case. Then, when Patty Bladell returns, reactions from her fellow students such as 'Patty's hot!' just further exaggerate to the viewers what they should look like in order to get approval from their peers.

This sort of negative coverage is what makes the issue worse. When the issue is made worse, it leads to real problems – such as the case of Molly Russell, a young girl driven to suicide through social media.

Another Netflix Original film titled 'Sierra Burgess Is A Loser' follows a girl who also does not fit into society's definition of thin or beautiful, although she it incredibly clever and witty. She is bullied constantly for her appearance by the popular girls and does not fit in. However, one day when a popular football player starts texting her by accident, they fall in love. However, she refuses to show him her face over video chat in fear that he will not like her appearance.

Why are we producing these TV shows and films? Why are we exacerbating a problem that is already a serious concern for the mental health of our younger generation? I work in a mental health department in London and the majority of my meetings are now with younger people. And the reason they come to see me? Depression. Depression that has stemmed from a negative perception of their own body image due to the media and society that surrounds them.

These TV shows are going to increase bullying and increase the number of young people who do not feel good about their body. Research already suggests that over 78% of young people aged 11-17 would like to lose weight or change a part of their body. Of these young people, over 40% have been treated for a mental illness related to their body image. Why are large companies like Netflix trying to make this worse? When will they take responsibility and try to help the problem? A company the size of Netflix could have a life changing effect on our young people who are struggling; instead they are making it worse to make money.

Disgusting.

Task 3:

Answer these questions:

1. **What is the opinion of the article?**

2. **What makes this an effective article?**

3. **Can you name 3 ICDAFOREST techniques that are used, and give examples from the text?**

Task 4:

Read the Netflix article again.

Underline where it uses a persona in blue

Underline where it uses an anecdote in green

Task 5:

Now, it's over to you:

Write your own article where you share your view on Netflix.

Make sure that you take on a persona and use your techniques.

Challenge: Come up with a catchy title!

Use the model below to help you:

> **Model:**
>
> We are forever being bombarded with how the perfect body should look like. Even in television shows. Netflix should be a place to escape, but it has a negative role to play when television should be able to be enjoyed. For example, the Netflix show 'Insatiable' follows a teenager who is ruthlessly bullied for being overweight, but following a freak accident over the summer break, she returns to school looking completely different. (What society would deem as 'perfect'). This needs to stop. This culture is destroying the childhoods of millions. Why should this be allowed to continue?

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Consolidation:

Check your work and tick off the techniques you've used. Make sure you have used all of them!

☐ **Headline**

☐ **Anecdotes**

☐ **Facts**

☐ **Rhetorical questions**

☐ **Statistics**

☐ **Persona**

Well done! You've finished lesson 4.

Lesson 5 – The 'power of three' and vocabulary.

<mark>Our focuses for today are: Connectives, exaggeration (hyperbole and superlatives), three (rule of).</mark>

Academic Vocabulary

- **Vocabulary-** Words
- **Three (List)-** Three things in a list, separated by commas
- **Connectives-** and, but, so, also, etc.
- **Hyperbole-** An exaggeration, e.g. 'I'm so hungry I could eat a horse'
- **Superlative-** The highest degree, e.g. best, biggest, smelliest, coldest
- **Exaggeration-** Saying something is better or worse than it really is.

Here are the techniques we are going to use today:

- **Connectives** – words that join ideas together.
- **Hyperbole** – exaggerated statements.
- **Superlative** – when something is described as the 'best'.
- **List of three** – three adjectives or three ideas in a list.

Task 1:

Pick anything in the world. Something you love, or something you hate. Anything!

Write a paragraph explaining why you love/hate it.

Try to use the techniques below…

Tick them off the checklist as you go:

- ☐ **Imperative (a bossy verb)**
- ☐ **Connective (and, so but)**
- ☐ **Direct Address (use the word 'you')**
- ☐ **Alliteration (words beginning with the same sound)**
- ☐ **Fact**
- ☐ **Opinion**
- ☐ **Rhetorical question**
- ☐ **Emotive language (make the audience feel something)**
- ☐ **Statistics (numbers, you can make these up)**
- ☐ **Three (rule of)- three things in a list.**
- ☐ **Hyperbole (exaggeration)**
- ☐ **Superlative ('est' word, e.g. biggest, best, heaviest).**

Here is a model to help you:

Model:

Rubbish.

Our beautiful city is littered with it.

Disgusting.

Do we really want to live in a rubbish dump? Why should we have to put up with it? The children are being put in constant peril, inhaling the toxic, polluted, acrid stench on a daily basis! It needs to stop! Now!

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An introduction to Paper 2: Question 5. (Non-fiction writing).

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Consolidation

Choose 5 words from you writing task and level them up using a thesaurus!

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Well done! You've finished lesson 5.

<u>Lesson 6 – Letter format.</u>

<u>**Our focus for today is**</u>*: Writing a letter.*

<u>**Academic Vocabulary:**</u>

- **Letter**
- **Address**
- **Sincerely- 'Yours sincerely' is used when you know the person.**
- **Faithfully- 'Yours faithfully' is used when you don't know the person.**
- **Rhetorical question**
- **Formal- Words that sound professional, not chatty.**

We have been investigating the impact of social media and TV shows, such as those from Netflix, on the mental health and body image of young people.

We are going to write a letter to Netlifx expressing our point of view on their programs about body image.

<u>Task 1:</u>

Write a letter to Netflix where you persuade them to stop creating shows that body shame people. Use the letter layout to help you….

<u>**Tick the techniques off when you use them:**</u>

- ✓ **Imperatives**
- ✓ **Connectives**
- ✓ **Direct speech**
- ✓ **Alliteration/Anecdotes**
- ✓ **Facts**
- ✓ **Opinions**
- ✓ **Rhetorical questions/Repetition**
- ✓ **Exaggeration (Hyperbole/superlatives)**
- ✓ **Statistics**
- ✓ **Three (list of)**

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An introduction to Paper 2: Question 5. (Non-fiction writing).

Letter Layout/Plan: .

Their address:

Netflix UK
8 Mortimor Street
London
SW1 3NA

Your address:

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_____

Date: _____

How will you open your letter?

Dear Sir/Madam,

Paragraph 1:

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Paragraph 2:

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Paragraph 3:

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How will you end your letter?

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Consolidation

Re-read your own letter. Use the list above and highlight the ICDAFOREST techniques that you have used. How many have you used?

Well done! You have finished lesson 6.

Lesson 7 : Eating disorders – The facts.

Our focus for today is: Writing about a sensitive topic using factual information. (Writing to advise).

Academic Vocabulary

- **Eating disorders**- Psychological disorders that cause abnormal eating habits.
- **Anorexia**- An emotional disorder, sufferers are obsessed with losing weight.
- **Bulimia**- An emotional disorder, sufferers binge and self-induce vomiting.
- **Binge**- Eating or drinking a lot of in one go.
- **Psychological**- Affecting the mind.
- **Mental illness**- Serious disorder in a person's behaviour or thinking.
- **Advise**- Guidance or recommendations.
- **Alliteration**- Words that begin with the same sounds, together.
- **Opinion**- someone's view on something.
- **Modal verbs**- Could, Can, Would, Will, Shall, Should, Must.

What do these people have in common?
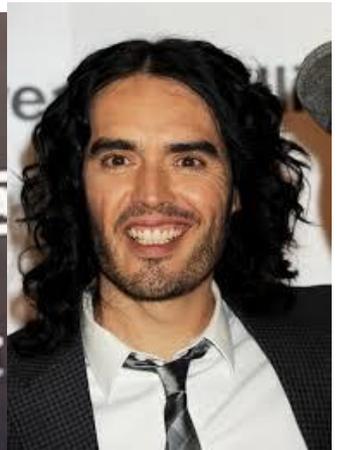
They have all opened up about their struggles with an Eating Disorder.

What are Eating Disorders?

- **An eating disorder is a psychological mental illness where you have an unhealthy attitude to food. It can take over your life and make you very ill.**
- **It can involve eating too much food, too little food, or becoming obsessed with your weight and body shape.**
- **It is <u>not</u> just about wanting to be skinny and starving yourself. This is just one type.**

Task 1:

 Watch the video:

- **Eating disorder facts**

- **Types of eating disorders**

https://www.youtube.com/watch?v=0SRmccgFls8

TASK 2:

Make notes on the video you just watched:

Why do 70% of sufferers not seek treatment? Write down your own thoughts.

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Task 3:

Write a short article for a website where you advise people with eating disorders to get help.

Use a range of techniques!

Here are some facts and sentence starts to help you:

Facts and figures:

In the UK alone, 725000 people every year are affected by eating disorder.

1 in 5 females aged 16-24 has an eating disorder in the UK.

Women are twice as likely to have an eating disorder compared to men. However, men still get eating disorders.

Eating disorders can result in death due to organ failure or depression related suicides.

Every 62 minutes, one person dies from an eating disorder.

Remember to use modal verbs:

Should, shall, could, can, must, might, will, would, may.

Example: In my opinion, you <u>must</u> ask for help.

Remember to use alliteration:

Examples:

Anorexia is absolutely awful!

Being bulimic bites!

Ask for assistance!

Here is a model paragraph to help you:

Model:

725,000 people every year are affected by eating disorder. This is startling. How would you feel if your dear friends or family were affected by this cruel and merciless beast? An eating disorder does not care. It does not care for you, your family or your friends…

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Consolidation

In 50 words, summarise what you have learnt about eating disorders today.

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Well done! You've finished lesson 7.

Lesson 8 – Repetition:

Focus of the day: Using repetition and direct language in a speech.

Academic Vocabulary

- **Speech**
- **Direct language**
- **Repetition**
- **Eating disorders**
- **Anorexia Nervosa**
- **Bulimia Nervosa**
- **Binge**
- **Psychological**
- **Mental illness**

Writing speeches:

Speeches aren't that much different to writing any other non-fiction.

It helps to imagine that you are stood in front of an audience delivering it as it needs to get a reaction.

Task 1:

Watch this speech:

https://www.youtube.com/watch?v=k0jJL_YFyIU

What makes the speech so good? List or mind map the qualities that make the speech so effective.

What makes this speech so good?

Repetition

Repeating words for emphasis.

Direct Speech/Language

Using pronouns that include the audience so they feel involved.

"You, we, our etc"…

Task 2:

TASK: Watch this speech by Princess Diana in 1993. List down any techniques she uses from ICDAFOREST.

https://www.youtube.com/watch?v=QqNI9aRUb3k

(You can also read this speech on page 38 of the booklet)

What ICDAFOREST techniques did you find? Tick them off from the list:

- ☐ Imperative
- ☐ Connectives
- ☐ Direct Address
- ☐ Alliteration
- ☐ Fact
- ☐ Opinion
- ☐ Rhetorical Question
- ☐ Emotive Language
- ☐ Statistics
- ☐ Rule of Three

ICDAFOREST FOCUS: Direct speech and repetition.

Task 3:

Write the opening to a speech where you share your concerns about eating disorders.

You must use repetition and direct speech.

Here is a model to help you:

Model:
Help.
That is what we must be prepared to give. Thousands of innocent individuals are suffering in silence. Now is the time to act…

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Checkpoint!

Check you have used the following:

- A greeting
- A powerful rhetorical question

- **A shocking fact**
- **An emotional statistic**

Well done! You have finished lesson 8.

Lesson 8 – Repetition – Princess Diana's speech:

Speech given by Diana, Princess of Wales on "Eating Disorders"

27th April 1993

An introduction to Paper 2: Question 5. (Non-fiction writing).

Ladies and Gentlemen

I have it, on very good authority, that the quest for perfection our society demands can leave the individual gasping for breath at every turn.

This pressure inevitably extends into the way we look. And of course, many would like to believe that Eating Disorders are merely an expression of female vanity - not being able to get into a size ten dress and the consequent frustrations!

From the beginning of time the human race has had a deep and powerful relationship with food - if you eat you live, if you don't you die. Eating food has always been about survival, but also about caring for and nurturing the ones we love. However, with the added stresses of modern life, it has now become an expression of how we feel about ourselves and how we want others to feel about us.

Eating Disorders, whether it be Anorexia or Bulimia, show how an individual can turn the nourishment of the body into a painful attack on themselves and they have at their core a far deeper problem than mere vanity. And sadly, Eating Disorders are on the increase at a disturbing rate, affecting a growing number of men and women and a growing number of children.

Our knowledge of Eating Disorders is still in its infancy. But it seems, from those I have spoken to that the seeds of this dis-ease may lie in childhood and the self-doubts and uncertainties that accompany adolescence. From early childhood many had felt they were expected to be perfect, but didn't feel they had the right to express their true feelings to those around them - feelings of guilt, of self-revulsion and low personal esteem. Creating in them a compulsion to 'dissolve like a Disprin' and disappear.

The illness they developed became their 'shameful friend'. By focussing their energies on controlling their bodies, they had found a 'refuge' from having to face the more painful issues at the centre of their lives. A way of 'coping', albeit destructively and pointlessly, but a way of coping with a situation they were finding unbearable. An 'expression' of how they felt about themselves and the life they were living.

On a recent visit to 'The Great Ormond Street Hospital for Sick Children' I met some young people who were suffering from Eating Disorders. With the help of some very dedicated staff, they and their parents, were bravely learning to face together the deeper problems, which had been expressed through their dis - ease.

With time and patience and a considerable amount of specialist support, many of these young people will get well. They and their families will learn to become whole again. Sadly, for others it will all be too late. Yes, people are dying through Eating Disorders.

Yet all of us can help prevent the seeds of this dis - ease developing. As parents, teachers, family and friends, we have an obligation to care for our children. To encourage and guide, to nourish and

nurture and to listen with love to their needs, in ways which clearly show our children that we value them. They in their turn will then learn how to value themselves.

For those already suffering from Eating Disorders, how can we reach them earlier, before its too late?

Here in Britain organisations such as 'The Eating Disorders Association' are currently being swamped with enquiries and requests for support and advice, so overwhelming is the need for help. Yet with greater awareness and more information these people, who are locked into a spiral of secret despair, can be reached before the dis-ease takes over their lives. The longer it is before help reaches them, the greater the demand on limited resources and the less likely it is they will fully recover.

I am certain the ultimate solution lies within the individual. But with the help and patient nurturing given by you the professionals, family and friends, people suffering from Eating Disorders can find a better way of coping with their lives. By learning to deal with their problems directly in a safe and supportive environment.

Over the next three days, this International Conference, has the opportunity to explore further the causes of Eating Disorders and to find new avenues of help for those suffering from this 'incapacitating dis - ease'.

I look forward to hearing about your progress and hope you are able to find the most 'beneficial' way of giving back to these people their self-esteem. To show them how to overcome their difficulties and re-direct their energies towards a healthier, happier life.

*Disprin – a tablet that contains aspirin that is dissolved in water that is used to reduce pain.

<u>Lesson 9 – Writing speeches:</u>

<u>Academic Vocabulary</u>

- **Speech**
- **Direct language**- 'you', 'us', 'we'
- **Repetition**- repeating a word or phrase in a speech.
- **Eating disorders**- a psychological disorder
- **Anorexia**- An emotional illness, suffers obsess about losing weight.
- **Bulimia**- An emotional illness, sufferers binge and purge.
- **Binge**- Eating and drinking a lot in one go.
- **Psychological**- in the mind.
- **Mental illness**- Serious change to someone's behaviour or thinking
- **Modal verbs**- will, would, can could, shall should, may, might, must

What makes a good speech?

Task 1:

List down the features of a good speech. How many can you remember?

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An introduction to Paper 2: Question 5. (Non-fiction writing).

Focus today on: modal verbs.

Task 2:

Write a full speech addressed to the government where you advise that they take eating disorders seriously.

You must use as many techniques as you can.

Below is a real-life example of a letter written to parliament about eating disorders, you may use it to help you write your own letter.

Dear [MP]

As your constituent, I am writing in support of the #DumpTheScales campaign led by author and mental health campaigner Hope Virgo, and I hope you are able to support the campaign too.

The aim of the campaign is to end the injustices that people with eating disorders face, so everyone can get support they need.

Currently sufferers of eating disorders are being turned away from treatment as a result of their BMI not being low enough. This is not acceptable.

Sufferers should be judged on their mental state, not their physical weight.

We are calling for the government to implement the NICE guidelines through GP and clinical training, to ensure that those suffering with Eating Disorders get the treatment they deserve, before it gets to crisis point.

There are over 1.6million people in the UK that have an Eating Disorder. This is not an issue that will go away, but with effective preventative strategies that stop people from getting to crisis point, we have the opportunity to save lives, and to save the NHS money.

I do hope you can get behind this vital campaign to ensure that sufferers get the help they need before they reach crisis point.

Yours sincerely,

Your go:

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...An introduction to Paper 2: Question 5. (Non-fiction writing)...

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An introduction to Paper 2: Question 5. (Non-fiction writing).

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Checkpoint – How many of the techniques have you used?

☐ **Imperatives**

☐ **Connectives**

☐ **Direct speech**

☐ **Alliteration/Anecdotes**

☐ **Facts**

☐ **Opinions**

☐ **Rhetorical questions/Repetition**

☐ **Exaggeration (Hyperbole/superlatives)**

☐ **Statistics**

☐ **Three (list of)**

> **Consolidation**
>
> **Annotate your own letter and search for the ICDAFOREST techniques. Annotate them to show where they are.**

Well done! You've finished lesson 9.

Lesson 10: Gender roles and Disney.

> **Focus of the day: Use imperatives to demand action on gender roles in my writing.**

Academic Vocabulary

- **Imperative**- Bossy verb
- **Gender Roles**- What girls and boys are expected to be like.
- **Expectations**- How people think you should act/look like
- **Masculine**- Associated with men
- **Feminine**- Associated with women

Task 1:

From memory, list all the ICDAFOREST techniques.

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So, what exactly are 'gender roles'?

> *Gender roles are the expectations that society puts onto boys and girls and how they are expected to act and behave.*
>
> *Society expects boys to be masculine.*
>
> *Society expects girls to be feminine.*

But, REMEMBER:

Your SEX is whether you are biologically 'male' or 'female'.

Your GENDER is what you identify as and does not necessarily mean you are 'male' or 'female'.

Task 2:

What do these words mean?

You may use a dictionary.

Masculine...
....

Feminine...
....

Where do 'gender roles' come from?

One of the biggest culprits is Disney! Disney films have many 'gender roles'.

Task 3:

The expectations of boys and girls.

What does society expect from boys and girls? Fill out the table below with your thoughts.

Boys	Girls
• All boys like football.	• All girls like make-up.

Can you add any more ideas to your table? Watch the two following videos and add to your table.

Girls:

https://www.youtube.com/watch?v=r0YaEdttw9Q

- **Add any notes to your table.**

Boys:

https://www.youtube.com/watch?v=TVcLlfSC4OE&t=99s

- **Add any notes to your table.**

Gender roles and expectations:

Look at this short speech:

> "**Imagine** a world where your child felt no pressure how to act. **Imagine** a world where your child felt comfortable to behave how they wanted to behave. What a shame that they will never feel that way unless we change."

Task 4:

In your own words, explain how the repetition of the word 'imagine' is effective. What impact does it have on the reader?

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Task 5:

- Write a letter to Disney where **you share your point of view on the stereotypical gender roles in their films.**
- Make sure that you **use your imperatives** to come across as **bossy and persuasive.**
- **Don't forget your addresses!**

Before you begin, think about these Disney film which use stereotypical gender roles:

- **Cinderella – A princess that is given a status by her parents. She should marry into a rich family to keep her status…**
- **Snow White- Is cursed and the only person who can save her is a prince.**
- **Aladdin- Princess Jasmine is not allowed to be sultan and has to marry a prince, who will then be more powerful than her.**
- **Mulan- Mulan is not allowed to fight in the army because she's a woman.**
- **Pocahontas- Pocahontas is told who she must marry and is given no choice.**

Use this model to help you:

> **Model:**
>
> **Dear Mr. Chapek,**
>
> **Millions of young children are encompassed in a world of magic, awe and wonder created by your films, but worryingly, your films also create an unrealistic expectation for these impressionable individuals to aspire to. You must ensure that more of your characters are a true representation of society. Take your 2012 film Brave, for example, the protagonist 'Merida' is seen as a figure for female empowerment, and stands up for what she believes in. We need more characters who are not led by stereotypes….**

TOP TIP: For a super persuasive letter, make sure that you include all of the ICDAFOREST techniques!

Your go:

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Consolidation

Annotate your own letter and search for the ICDAFOREST techniques. Then write a 100 words summary about what you have learnt about Disney and gender roles in general.

Well done! You've finished lesson 10.

Lesson 11- Impressive Vocabulary

Academic Vocabulary

- **Ludicrous**- foolish, silly.
- **Increasing exponentially**- becomes bigger more and more rapidly.

Now you know what these words/phrases mean, try to use them in sentences which show you understand their meanings.

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Task 1:

Using the best possible vocabulary (fancy words), write a hundred words describing the appearance of these people. Focus on tiny details!

I've done the first one as an example.

Model:

Clad in a silver-grey suit which screams wealth and affluence, he strides forward, head up and shoulders back, oozing confidence. His crisp, snow-white shirt is almost dazzling in its starched brilliance and there is a stark contrast between the pristine cotton and the darkness of his mirrored sunglasses, which reveal nothing of the facial expression beneath them. The dark golden hair- tastefully streaked with flaxen highlights- flutters in the breeze.

An introduction to Paper 2: Question 5. (Non-fiction writing).

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Consolidation

Choose your ten best words from today and put them in alphabetical order. Label the word types- adjective? Adverb? Verb?

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Well done! You've finished lesson 11.

Lesson 12- Sentence Variety

Academic Vocabulary

- **Parenthesis- brackets**
- **Fronted adverbial- a sentence that begins with an adverb (an 'ly' word)**
- **Emphatic sentence- A sentence that expresses emotion**
- **Preposition- the positioning of something, e.g. 'under the table'.**
- **Antithesis- the direct opposite.**

Task 1:

Play a dice game when you write a story and the style of sentence you use next is chosen by the dice. Play in pairs if you want to, with a family member.

The story should be an anecdote about a character who's overly worried about body image and the consequences it has.

1. **Super-short sentence (1,2,3 words).**
2. **Sentence with an embedded clause with dashes.**
3. **Sentence starting with With/Without.**
4. **Sentence starting with Despite.**
5. **Sentence with a semi-colon.**
6. **Sentence starting with an adverb.**
7. **Sentence with a pair of brackets.**
8. **Sentence starting with three adverbs.**
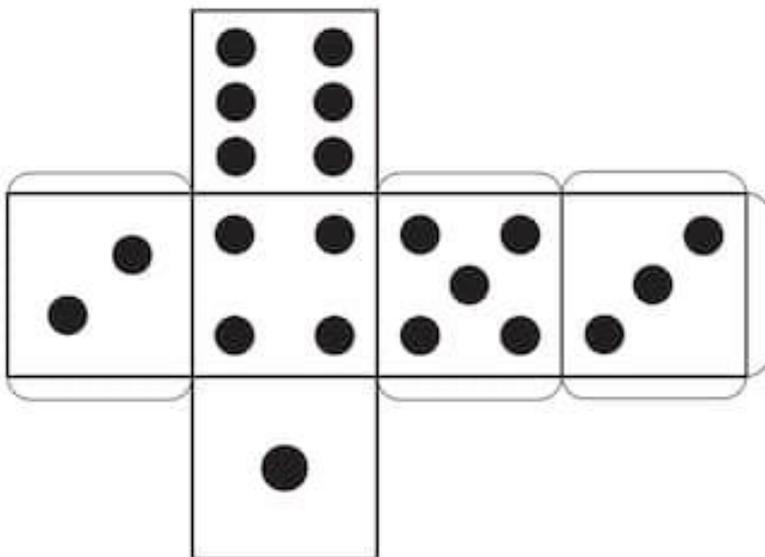
9. **Sentence with repetition.**
10. **Rhetorical question.**
11. **Embedded clause with dashes AND an adverb at the start.**
12. **Semi-colon AND an "ing verb" at the start.**

Don't have a dice? Make one!

Write your story here:

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Consolidation

Label: the shortest sentence and the longest sentence;

Count the different punctuation marks.

Improve it by adding three higher-level words and editing any paragraphs.

Well done! You've finished lesson 12.

Lesson 13- Bringing it all together

Academic Vocabulary

- **Culpable- deserving blame**
- **Heinous- terrible**
- **Aesthetic appeal- looks nice**
- **Enhanced- improved quality**

Try to use these words in your work today.

Today you'll show off everything you've learnt by producing one full article. You'll need to include:
- **Headline**
- **Subheadings**
- **Appropriate tone for the purpose**
- **At least four big paragraphs and 2/3 shorter ones**
- **Anecdotes**
- **At least six examples of high-level vocabulary use the academic vocab. from today)**
- **Every punctuation mark at least once**
- **At least ten of the sentence types from last lesson**
- **Rhetorical questions**
- **A range of the ICDAFOREST techniques.**

You'll get 24 marks for content and 16 marks for SPAG, so plan and check carefully!

> **Write an article for a broadsheet newspaper, giving your opinion on the media's influence on teenagers nowadays.**

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An introduction to Paper 2: Question 5. (Non-fiction writing).

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An introduction to Paper 2: Question 5. (Non-fiction writing).

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Consolidation

What are the most important things you've learnt in this home-learning unit?

Think of 2 English skills you have learnt and 2 things about body image that you have learnt.

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When you have completed the booklet, please photograph or submit via email to your teacher. If you have any questions, please contact your teacher.

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An introduction to Paper 2: Question 5. (Non-fiction writing).