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This comprehensive KS3/KS4 pack offers a structured route through non-fiction and media with teaching ideas and accompanying resources, and suggestions for differentiation. The pack contains all of the Teachit resources you need, some of which were specifically commissioned for the purposes of this pack.

It is organised into six parts, with each part focusing on a particular theme such as structure or tone and influence. Within each part you'll find a selection of:

- ❖ starter activities
- ❖ introduction activities
- ❖ activities to show students' understanding
- ❖ plenary activities
- ❖ creative opportunities.

The pack lends itself to being used in different ways. It could be dipped into on an ad hoc basis at either key stage or it could form the basis of a term or half term's work. The resources are all available in adaptable formats, making it easy to differentiate the tasks by ability.

We've included links to each separate resource included in this pack so that you can access the resources directly on teachit.co.uk. We've also included the file number or name for each original resource – just pop this into Teachit's search engine. Most of the resources in this pack are Word documents, but we've also included links to PowerPoints and interactive activities where applicable. Please log in first in order to access any of these resources on Teachit.

If you have accessed this pack as a Teachit subscriber then the usual permissions apply. Teachit.plus subscribers can access the Word documents and any PowerPoints whereas Teachit.works subscribers will also have access to any interactives.

A lot of the activities require you to have source materials to work with, e.g. leaflets. On the next page is a list of links which will take you to newspaper articles, pdfs of leaflets, TV adverts and other non-fiction text examples.

To help with navigation, there is a contents table which details which part each resource is used in and the page number.

Our thanks go to contributor Richard Durant who has written this pack and to the following contributors whose resources are also included:

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We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members – you can do this by adding a comment on the [Teaching packs](#) page on Teachit (please log in to access this!).

Route through – part four: pictures and other presentational devices**1. Suggested starter activities.**

Straight in analysis. Hand out an engaging picture - news photos work well. Refer back to the source materials list at the front of the pack for suggestions. Then hand out the Teachit resource, [Analysing a still image](#) (15315). Get students - probably in pairs or small groups - to analyse the picture using the resource template. **Alternative:** put students into small groups and give each group a couple of aspects to consider. Then make new groups comprising one member from each of the previous groups so that they can share and compare. *Differentiation: this activity is very inclusive if the first groups are 'single ability' and you allocate the aspects accordingly - more straightforward aspects to less able groups. However, it is important to engineer mixed ability groups at step two.*

Add-a-pic. Give students a copy of the Big Burger review in the Teachit resource, [Analysing an opinion article](#) (21803). Ask students to suggest a couple of illustrations to be inserted into the text for appropriate effect. What captions could they add to those illustrations?

Colour symbolism. Give student pairs the second page of the Teachit resource, [Colour symbolism](#) (16424). Get the pairs to work on the worksheet together. Extend and debrief this task by getting students to use the speed dating method described in the Teachit resource, [Speed dating revision](#) (17349).

2. Suggested introduction activities

Crop and zoom. Display a central part of an engaging photo (or painting). Refer back to the source materials list at the front of the pack for suggestions. Ask students to write down their thoughts and reactions with no time for conscious reflection. Alternate between student thought and student paired discussion so that everyone has to develop their own thoughts before sharing. Every so often reveal a little more of the image and repeat the reaction process. At some point (perhaps when all is revealed) encourage students to become more analytical. Draw their attention to aspects of the image and the way it has been framed (and perhaps cropped before publication). The Teachit resource, [Analysing a still image](#) (15315), provides some excellent prompts for moving from reaction to analysis.

The right colour. Show some printed adverts or charity publicity. Refer back to the source materials list at the front of the pack for suggestions. What are the foremost colours? Why? What colours might be emphasised for various tasks? (E.g. a poster encouraging people to look after their health and fitness; a leaflet publicising an adventure park with rides; a magazine ad encouraging teenagers to seek help if they are being bullied or neglected). Give some actual publicity/advertising materials to student pairs or groups and ask them to identify and analyse their use of colour. The Teachit resources, [Colour symbolism](#) (16424) and [Analysing a leaflet](#) (4160) support this activity.

Written analysis. Model how to write about presentation features in a complex non-fiction text. Comment on their effect and how features (pictures, headings, etc.) combine for effect.

The wrong music. Show a familiar TV advert that uses music. Refer back to the source materials list at the front of the pack for suggestions. Generate discussion around the choice of music and its effect. Then re-play the ad with the sound turned off. Over the top play a wrong style of music. Ask students to consider the effect. Change the music and repeat. Keep focusing on the importance of appropriate choice when texts are being created, and how appropriacy is determined by purpose and audience.

Route through – part four: pictures and other presentational devices

3. Suggested activities to show students' understanding

Analytical writing. Ask students to write about the colours in a leaflet – the appropriateness of the choice. Refer back to the source materials list at the front of the pack for suggestions. *Differentiation: ask more able students to include more presentational features in their analysis: e.g. picture content, style, captions.* The Teachit resources, [Colour symbolism](#) (16424) and [Analysing a leaflet](#) (4160) will support differentiation.

Colouring in. Put students into pairs or small groups. Give each group some tasks to choose dominant colours for. What colour theme would they choose for the given tasks? Why? You could also ask students simply to decide which colour paper to print various texts on.

Format. Give students unformatted text (in an uninspiring font) and ask them to format, add headings and pictures.

4. Suggested plenary activities

Debrief. Ask students to debrief from the above activities. Get other students to question and challenge them.

Wingdings. Give text to students with all its text converted to wingdings. Get them to decide on the basis of the design and the pictures the topic and the appeal of the text

Presentation. Get students to present their analysis of a text within a given, brief time-limit. *Differentiation: give students the option to present on their own or as part of a group.*

5. Suggested additional creative opportunities

Different covers. Ask students to design their own covers for non-fiction books after looking at alternative covers of existing published books. If everyone is working on the same book, the activity can culminate in a vote or judging.

Inappropriate templates. Get students to write a text in an inappropriate form – e.g. a story as a publicity leaflet, or a recipe as an argumentative essay. The point is the wording should be right, but 'wrongly' presented: it should sound right but look wrong.

Using pictures. Hand out three pictures that are similar in style and content (e.g. news photos from one event). Ask students to write a text that uses the pictures suitably. *Differentiation: ask students to use the pictures unsuitably.*

Photography. Let students take their own photos for a given campaign, using the prompts in the Teachit resource, [Analysing a still image](#) (15315). They should use this resource as a prompt to take the same photo in different ways – different angles, different exposure, slightly different composition, etc.

Analysing a still image [15315]

Begin by identifying ...

What is in the centre of the image?	
What is on the periphery?	
Has the photo been staged?	
What do you think happened directly before the image was taken?	
What do you think happened directly after?	

Now think about the choices made in the photo's development or printing



Is the entire photo equally in or out of focus?	
Is the lighting bright, dim or shadowy?	
Is there any obvious cropping? What do you think was left out?	

If the photo involves a person ...



<p>What age, gender or ethnicity do they appear to be?</p>	
<p>What can you tell about them from their dress or situation?</p>	
<p>Are they looking directly into the camera, inviting empathy or away, signifying distance?</p>	
<p>Is the photo taken at a high angle, making the viewer feel like they are looking down on the person or a low angle, making the viewer feel like they are looking up to/at the person?</p>	
<p>What is their posture? Does the posture hint at other activities, feelings or situations that are not otherwise obvious in the photo?</p>	

If the photo involves a discernable setting ...



<p>Under what circumstances did the photographer decide to take the picture? Think about weather, time, etc.</p>	
<p>How 'real' is the setting? Does it look like an actual place or something more imaginary?</p>	
<p>What kind of 'reputation' does this setting have? What assumptions is the viewer supposed to make about this setting?</p>	
<p>What might be the hidden significance of objects placed in the background?</p>	

Now consider this ...

Eyes tend to follow a set pattern when viewing a photo, creating an order to the way it is understood. Most eyes follow this pattern:



The diagram on the previous page shows us that there can be an intended sequence of perception the viewer is intended to have. Based on this ...

<p>What (if anything) appears in the top, left area to be noticed first?</p>	
<p>What (if anything) appears in the bottom, left area to be noticed last?</p>	
<p>Is there a logical sequence to the way the viewer is going to perceive different elements of this photo?</p>	

Finally, begin to put these ideas together ...



<p>Why do you think this picture was taken? What is its purpose?</p>	
<p>Where could you see this picture appearing?</p>	
<p>How do you think different audiences might react to this picture?</p>	

Analysing an opinion article [21803]**Task**

Read the following article and then answer the questions that follow.

Is Big Burger still big enough? by Tom Wilson

During its three decades in business Big Burger has maintained its position as a leading fast food chain, outranked only by sizzling rivals, Burger Max and Tasty Burger.

First, let's talk about the positive aspects of Big Burger's menu. The sandwiches – as burger chains insist on calling them – are big and scrumptious, as are the sauces that slosh inside them. The flame grilled burgers are even better. One dribbly bite leads to the next. Once you start, you just can't stop.

Big Burger, however, is not without its weaknesses. Most notable is the nutritional content of its products. Quite frankly, Big Burger's fat and calorie levels should make even the most voluptuous junk-food lover have second thoughts about eating in one of their joints. Take their all-time favourite, the Big'un with Cheese. That delicacy throbs with nearly 789 calories and 45 grams of fat, placing it well above the competition's burgers. Personally that makes me feel sick, and if an early heart attack is on your wish list, then I'd go ahead and order the *Double* Big'un with Cheese. This monstrous feast contains a staggering 1028 calories, 76 grams of fat, and 179 milligrams of cholesterol! Keep a paramedic handy for that one.

So what's on offer if you're looking for low-fat fast food? Well, not much. The only item that is really low in calories and fat is the Chick'n Lick'n Sandwich – as long as you pass on the mayonnaise. Alternatively, you could order your Big'un without the cheese. This cuts the calories to 504 and the fat to 21 grams, which isn't too bad. However, I would not recommend ordering a Big'un without the cheese or mayonnaise. It really doesn't taste of much.

Variety isn't Big Burger's strong point either. The menu offers little beyond the standard fast food items (burgers, chicken sandwiches, fries, apple pies, etc). Big Burger really needs to spice up the menu by offering other types of food. If they want to compete with the really big boys – Burger Max and Tasty Burger – then they are going to have to offer more. At present it seems as if they're just stumbling in the footsteps of their rivals – about ten years behind.

Big Burger's fries are no better than OK either. I have also have found that the quality of the fries varies greatly from one outlet to another: too crispy in Scunthorpe, they prove too greasy in Bournemouth, but they are bland everywhere. I recommend passing on the fries and ordering onion rings instead. I have always been satisfied with their onion rings.

It was Big Burger that always emphasised eating in. Prior to this, burger fans either had to munch and slobber in the street (probably in the rain!) or take the food home. The dining area is usually well looked after, and some Big Burger restaurants have a 'play zone' for kids. Generally staff are friendly and all complaints are dealt with well. They really try to give customer satisfaction. Sometimes they succeed.

In summary, Big Burger may be shrinking, but its customers aren't. BB is still a pretty good fast food joint that will always satisfy your hunger – and provide a great incentive to get down the gym too.

Write an essay style answer to the following question:

How does Tom Wilson show his attitude towards Big Burger, its food and its customers?

Think about what he says and how he says it.

Here is what one student wrote ...

Although Tom Wilson likes Big Burger and its food, he also mocks and criticises them. His language is sometimes enthusiastic and positive about Big Burger: for example, its ‘sandwiches are big and scrumptious’ and its ‘flame grilled burgers are even better’. His overall verdict is that its food ‘will always satisfy your hunger’. However, these compliments are always a bit ‘back-handed’ and undermined by other words he uses to describe the food. He likes the sandwiches and mentions the sauces that ‘slosh’ inside them. The word, ‘slosh’ is not necessarily positive: it could mean that the sandwiches are messy to eat and makes it sound as though the sauces have been applied from a bucket. That is an off-putting image. This suspicion about his real attitude is strengthened when he praises the burgers’ ‘dribbly bite’. This could simply be emphasizing that the burgers are juicy but it also suggests they are messy and perhaps make you look childish when you are eating them. Behind the enthusiasm there is a definite air of mockery. There are other places in the article where Tom Wilson seems to be praising Big Burger but his choice of words implies that really he is mocking and criticizing. For example, the Big'un with Cheese ‘throbs’ with a huge number of calories. This word gives a very unpleasant image: it makes the burger sound as though it contains machinery, or is so full of energy that it is about to explode. At other times, Tom Wilson’s criticism of BB and its food is more obvious: their ‘fries are no better than ok’ and ‘bland’.

Wilson also uses grim humour to belittle Big Burger. He recommends keeping ‘a paramedic handy’ if you are going to try the Big'un with Cheese. He also likes to end paragraphs with short sentences that have a sort of unexpected punch-line effect. He does this when he advises against leaving out mayonnaise and cheese: ‘It really doesn't taste of much.’ This has a very condemning sound. In the second to last paragraph he describes the efforts Big Burger have made to keep their customers satisfied. Until the last sentence the paragraph sounds as though it is admiring BB, but the last sentence turns this on its head: ‘Sometimes they succeed’, implying that usually customers are left dissatisfied. The mockery in this punch-line leaves BB looking stupid.

What is good about this answer? How could you improve it?

Grade	C	B	A
Skills			
The effects of the writer's choice of words	<p>More perceptively and precisely analyse how language is used</p> <p>Explore the effects on the reader of particular words and styles of sentences</p>	<p>Analyse convincingly how a writer's language choices support their purpose and meaning</p> <p>Evaluate the effects on the reader of particular words and styles of sentences</p>	<p>Analyse – with sophistication – how writers use language to achieve specific effects</p> <p>Analyse how a writer's language affects and influences readers</p>
Tone and attitude	<p>Analyse and evaluate writers' viewpoints and purposes and how these are established</p>	<p>Show clear understanding and critical evaluation of writers' purposes and viewpoints and how these are conveyed throughout a text</p>	<p>Engage closely, critically and sophisticatedly with writers' ideas and attitudes and how these are conveyed</p>

Colour symbolism [16424]

Read the following cards. Highlight or underline anything that strikes you as surprising or unusual. Then complete the table on the next page.

Black

Black is the colour of authority and power. It is popular in fashion because it makes people appear thinner. It is also stylish and implies submission. Priests wear black to signify submission to God, and some fashion experts say a woman wearing black implies submission to men. Black clothes can make people seem distant or evil, which is why villains, such as Dracula, often wear black.

Yellow

Cheerful yellow attracts attention. It is considered an optimistic colour, but people lose their tempers more often in yellow rooms, and babies will cry more. It is the most difficult colour for the eye to take in, so it can be overpowering if overused. Yellow enhances concentration, hence its use in libraries, and it also speeds up the metabolism.

Purple

The colour of royalty, purple connotes luxury, wealth, and sophistication. This is because the dye which was used to make the clothes of royalty was extremely expensive. Purple is also feminine and romantic. However, because it is rare in nature, it can appear artificial.

Green

Currently the most popular decorating colour, green symbolizes nature. It is a calming, refreshing colour, and people waiting to appear on TV sit in 'green rooms' to relax. Hospitals also use green because it relaxes patients. Brides in the Middle Ages wore green to symbolise fertility. However, seamstresses often refuse to use green thread on the eve of a fashion show for fear it will bring bad luck.

Blue

The colour of the sky and the sea, blue is one of the most popular colours. It causes the body to produce calming chemicals, so it is often used in bedrooms. Blue can also be cold and depressing. Fashion consultants recommend wearing blue to job interviews because it symbolises loyalty. People are more productive in blue rooms, and studies show weightlifters are able to lift heavier weights in blue gyms. Blue also has the opposite effect to red, and makes people lose their appetite.

Red

Red stimulates a faster heartbeat and breathing, and is also the colour of love. Red cars are popular targets for thieves, and decorators say that red furniture should be in perfect condition because it will attract attention. Red also helps stimulate the appetite, and so is often used to decorate restaurants and as food colouring. In contrast, the most romantic colour, pink, is more tranquilising. Sports teams sometimes paint the changing rooms used by opposing teams bright pink so their opponents will lose energy.

White

Brides wear white to symbolise innocence and purity. White reflects light and is considered a summer colour. It is popular in decorating and in fashion because it is light, neutral and goes with everything. However, white shows dirt and is therefore more difficult to keep clean than other colours. Doctors and nurses wear white to imply cleanliness.

Which colour is associated with these things, and why?	My guess	Correct answer
1. priests		
2. brides		
3. villains		
4. love		
5. the sea		
6. nature		
7. fertility		
8. luxury		
9. power		
10. cleanliness		
What colour ...		
1. ... dress would you recommend for a woman who is worried about her weight?		
2. ... cars are stolen more than any others?		
3. ... is used a lot in the fashion industry because it matches everything?		
4. ... makes people feel less energetic?		
5. ... suit might give a good impression at a job interview?		
6. ... makes babies cry more?		
7. ... can appear artificial?		
8. ... aids relaxation?		
9. ... makes people feel stronger?		
10. ... is associated with bad luck?		

Speed dating revision [17349]

How does it work?

Each student in the class is given a different 'secret identity' to assume – this could be a character, a chapter of a novel, a setting, a poem, or a key term to revise.

Using the rules of speed dating, students try to find out each others identities, asking only yes/no questions.

Who's it for?

Whole class, or largish groups. All abilities and ages.

What you need ...

Each student in the class will need a speed dating card (see template below) and something to write with.

Alternatively, you could use post-it notes, sticky labels or headbands (see Further teaching ideas below).

Step by step

- ❖ Each student will be given a card with a different secret identity (the name of a character, a chapter, a poem, or a literary technique etc.). They should not share this with anyone.
- ❖ Nominate one half of the class as sitters, and the other as movers. Sit a mover and a sitter opposite each other.
- ❖ Give 'mover' students one or two minutes to ask as many questions as they can to find out the identity of the sitter. The sitter is only allowed to answer with a 'yes' or 'no'. Use [Teachit's Timer](#) to keep timings on track.
- ❖ When the mover has asked their questions, it is the sitter's turn to find out as much as they can about the mover.
- ❖ At the end of the 'date', they should both write down their answer, but NOT share it at this stage.
- ❖ Then the mover moves on, to his or her next date.
- ❖ When all movers have met all of the sitters, take feedback. Who got it right?



Further teaching ideas ...

- Ask students to do this activity standing up, rather than sitting down. This will help to keep timings on track, as standing up can be both more energising, and more tiring (!), and students will be keen to move on to their next 'date'.
- If you don't have much time, you could adapt this activity, using **post-it notes** stuck onto students' heads, or **sticky labels** stuck onto their backs. Each student should have a different 'secret identity', and can ask five different students five yes/no questions to find out who they are. The 'winners' are the quickest students to find out their identity.
- You could also create a variation on the **headband game**, by involving students in choosing the revision topics. Ask students to make a headband (or hat, crown, tiara etc.) for someone else in the class, with a secret revision identity written on it.
- For a more challenging activity, encourage students to decorate the headband with images, words, or symbols to represent the chapter, character, setting, poem or key term they have chosen as a secret identity. They should write the name of the secret identity on the inside of the headband.
- Students should then shut their eyes, and the teacher will then place a headband on the head of each student in the class. They have to find out their secret identity as quickly as they can, asking other students to describe what is on their headband.

I am:		
	Name of student:	Secret identity:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

I am:		
	Name of student:	Secret identity:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Analysing a leaflet [4160]

tweakit resource guide

KS3 > Media & non-fiction > Leaflets > Analysing a leaflet

How it works

The resource is a one-page framework for analysing a leaflet. It consists of a series of prompts and questions about layout, language, purpose, etc.

Try this!

Because the resource is generic (it is designed to be used about any leaflet – especially persuasive ones) the questions are a little abstract and some of the questions could be answered flippantly: e.g. ‘When you look at the front cover, what is the first thing you notice?’ Answer: the front cover. To combat this you need to model an analysis of a leaflet, showing students how to make use of the questions.

If you type ‘leaflet’ into Google you will be offered loads of leaflets. Look for the PDF tags that indicate that the leaflet is available in its published, designed state. The ‘Blog Safety leaflet (Teachers & Parents)’ available on Childnet’s Kid Smart website (http://old.kidsmart.org.uk/downloads/cn_parentleafletV2.pdf) aims to advise parents about how to ensure that their children remain safe on the web. It’s a good text to use because it is aimed at parents, but is about teenagers. It’s likely to raise some heated debate and thus generate a bit of interest.

You can show parts of the leaflet on an IWB and then annotate it in relation to one of the resource questions such as ‘What kind of person is it aimed at?’ Think aloud about your answer to this question, pointing out aspects of the leaflet that lead to your conclusions. You can save your annotated page and refer back to it as a model when students are analysing their own leaflets. A flipchart provides a low-tech alternative

Or this!

One of the questions in the resource – *How is the text set out?* – rightly targets text structure. A good way of helping students to approach this question is to give them an electronic copy of a leaflet without its formatting. Get student pairs to format the leaflet in a way they consider appropriate for the audience and the subject matter. The easiest way of providing an unformatted leaflet is to Google ‘leaflet’, choose a reference that is likely to engage teenagers, but click on the View as HTML option. This will display the leaflet without most of its graphical elements. Students can now play with Word features to their hearts’ content. Make the process into a design competition, but insist on fitness for purpose and audience.

Or this!

When you want students to write their own leaflets, look at Teachit’s [\[Purpose, audience, format\]](#) **Purpose, audience, format.**

Richard Durant

What is the leaflet for? What is its purpose?

