

Home learning 2020: Year 8 BODY IMAGE

Completion date: **Monday 1st June 2020**. 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 and at the end of this booklet.

Name:.....

English teacher:

.....



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.

AO5 = 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.

AO6 = 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**
- **Facts**
- **Statistics**
- **Image**

An introduction to non-fiction writing:

- Section B of the GCSE English Language exam.
- It is worth 40 marks (24+16).
- You will have to write a letter, article, speech or essay on a topic.
- You will have to write with a viewpoint and make the reader agree with you.
- You will need to use a range of writing techniques to make the reader agree with you.

1. **By now, you will know a range of language techniques such as: Simile, metaphor, onomatopoeia etc. However, 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. They will be very useful to you!



Imagative Verbs - Verbs which add

- Fly
- Leap
- Lunge
- Engage
- Whisper
- Remember
- Don't
- Attack
- Preach
- Separate
- Urge
- Think
- Consider
- Trust

Connectives - Words used to link ideas together.

- However
- Above all
- Except
- Although
- Throughout
- Firstly
- Eventually
- On the other hand
- Yet
- Not only
- Mostly
- Therefore
- Similarly

Direct Address - Talking to your audience

We, us, together → give the impression of a shared goal or cause.

You → make the listener question themselves.

Them, they → isolate a group or individual for either positive or negative reasons.

Alliteration - Two or more words used in a sequence which begin with the same letter

S, sh, ss, t → creates a soft tone; *soft, satin sheets.*

B, t, p, d → a harsh, sharp sound; *bullies beat the boys.*

Facts - Something that is known to be true

Japan has a rich cultural history.

Coco-cola is the most popular beverage brand in the world.

Michael Jackson's Thriller is the highest selling album of all time.

Dolphins communicate using sonar.

Opinion - A personal view or attitude

Tokyo is the best city in the world.

Coco-cola tastes better than Pepsi which is why it is so popular.

However, Thriller has the worst music video of all time.

Using sonar makes dolphins really cool.

Rhetorical Questions - Something asked for effect, rather than to receive an answer

Would you...?

Imagine if...

How would you feel...?

Have you ever...?

Emotive Language - Words chosen to evoke feelings from the listener

- Amazing
- Elegant
- Anticipation
- mesmerizing
- Entrancing
- Gripping
- Mysterious
- Cruel
- Sadistic
- Barbaric
- Vile
- Horrific
- Chaotic
- Hectic

Statistics - Numerical facts and data used as evidence

Ratios → 1 in 8 women will develop breast cancer

Percentages → You'll save 30% on your energy bill!

Numbers → 100 men were asked to take part.

Triplets - A set of three similar ideas

- Cold, lost, alone.
- Sun, sand, sea.
- Chaos, death, destruction.
- Bright, shiny and new.
- Tail wagging, ears flopping and tongue flapping.
- Pale, cold, lifeless.
- Fun, fancy, free.

Our focus for today is: Facts and statistics.

Body image – What does it mean?

Our image is how we think about ourselves physically, and how we believe others see us.

People are quite critical of themselves – What do you notice in this video? Make notes on your findings.

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



What about the media? How does it make us feel?

How does the media manipulate people?

Society has created an expectation of what boys and girls should look like putting pressure on young people. – Just look at these magazines!

Example: Alliteration 'bikini body' – it is effective as it sticks in the mind of the reader.

Task: Circle/highlight all of the language linked to body image on both covers. Annotate the effect it has on the reader.

Challenge: Make a list of all of the ICDAFOREST techniques that you can see on these magazine covers.



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

Why are we so critical of ourselves? – Social Media.

We see our friends and celebrities post ‘perfect’ photos and we want to look like them and be like them... but we can’t (because we are not them!)

Watch the YouTube video. What do you notice?

<https://www.youtube.com/watch?v=nxolrIIWEMQ>

TASK: Read the article – Facebook and Instagram. (On the next page). find and highlight examples of facts and statistics.

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.

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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.

TASK: Independent research. Find 10 facts and statistics about young people, their image and social media's influences. Make a 'statistics bank' with the facts and figures that you have found.

Interestingly, facts and statistics are really powerful in non-fiction writing.

But sometimes, *we don't know specific numbers or facts in an exam situation*. But it does not matter!

For effective writing, we can make up **believable** statistics!

TASK:

Write two paragraphs to alert teenagers of how social media can affect their body image. You must include at least 5 believable facts and statistics.

(There is a modelled example on the next page to help you)

Help yourself to the sentence starters!

Did you know that...

You must be aware that...

A recent survey has discovered that...

Research shows that...

You are obviously aware that...

Modelled example:

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.

Consolidation:

Write a 50 word summary about what you have learnt about how social media portrays body image. Use the academic vocabulary in your answer.

Lesson 2: Rhetorical questions.

Academic vocabulary:

- Non-fiction
- Image
- Rhetorical questions
- Social media
- Filters
- Photoshop

Our focus for today is: *Rhetorical questions.*

Can we really trust what we see?

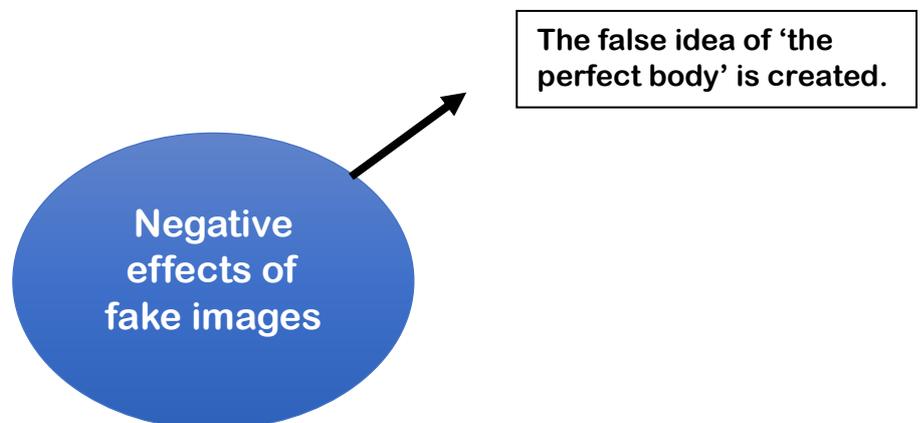
The images that we see online, the ones that make us feel rubbish about our own bodies, **have gone through a filter** or **they have been photoshopped!** Have a look at these examples!

Photoshopping – editing a photo before it is published.

Filters – a function on phones that edits the appearance of a photo.

- <https://www.youtube.com/watch?v=xKQdwjGiF-s>
- <https://www.youtube.com/watch?v=iYhCn0jf46U>
- https://www.youtube.com/watch?v=-_l17cK1ltY

TASK: Mind map how ‘fake images’ could affect people.



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.

You can make it very personal and make a person think about their own children or themselves.

Sometimes, you can even answer them for the reader to really force your viewpoint onto them!

So, what do rhetorical questions look like in practise?

TASK: Underline all of the rhetorical questions in the example.

Modelled 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?

Extended writing task:

Write 3 paragraphs outlining your view on photo shopping and filters.

Use techniques to make the reader agree with your view.

Help yourself to the sentence starters!

How would you feel if your child was being upset by the pressures of the media?

Did you know that...

You must be aware that...

A recent survey has discovered that...

Research shows that...

You are obviously aware that...

Consolidation: What is the most powerful rhetorical question you have seen today? Maybe it is one of your own. Write the rhetorical question down and label why you think it is effective. Write a 30 word summary on why it is effective. Can you include any academic vocabulary in you answer?

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

TASK:

Look at the headlines below. What do you notice about them? What type of language do they use? How is the format effective? Annotate the headlines – how are they effective?



What makes a good headline?

- Catchy
- Short
- Clever
- Rhetorical question

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- Pun

So, what do they actually mean?

Pun:

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

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

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

Take a look at the headlines below, they use puns. What are the effects?



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

Let's remind ourselves about some of the things that we have been discussing.

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

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

TASK:

Write an article for a local newspaper where you argue that social media should be banned as it is affecting young people in a negative way. (40 marks)

You need a good headline and an effective opening!

Modelled example: (You can also use the example articles on P12-15 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!

Extra resources: Newspaper articles (Lesson 3)

One in eight UK adults have suicidal thoughts over body image – poll.
Millions of British adults have experienced suicidal thoughts or emotions because of concerns about their body image, a survey shows.

One of the largest polls on the issue, for the Mental Health Foundation, found one in eight people aged 18 and above have been so distressed about their body image they have thought about killing themselves.

While the issue of body image in children, particularly girls, has come to the fore in recent years, the charity says its research illustrates people can be adversely affected regardless of gender or age, with many of the same drivers, such as social media and advertising, at play.

Among its recommendations are the vetting of adverts related to “high-risk industries”, such as cosmetic surgery, weight loss and fashion.

Mark Rowland, the chief executive of the Mental Health Foundation, said: “There has always been idealised body representation across media, but it’s the quantity of those images and the frequency in which we see them [now] – that’s what we’re worried about. Let’s be proactive in increasing the diversity of, and range of, bodies across our media that people see.”

He said platforms such as Twitter and Instagram shared billions of photographs every year reflecting a society that appeared “increasingly consumerist, increasingly celebrity-orientated, increasingly focused on external appearances”.

One in five of the 4,505 respondents said images on social media had caused them to worry about their body image, and the proportion was almost one in two among 18 to 24-year-olds.

Just over one in five of all UK adults and almost half of 18- to 24-year-olds said images on social media had caused them to worry about their body image. One in five said images in advertising had done this.

The Mental Health Foundation wants the government to ensure new codes of practice prevent social media companies from promoting content that could exacerbate body image concerns, and to beef up the Advertising Standards Authority’s powers.

Rowland said vetting could weed out manipulated images before they ever saw the light of day, but also others “that shame people into feeling their own bodies are not enough. How that is going to be interpreted is an art, not a science.”

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The survey, carried out by YouGov in March, was commissioned to mark the launch of Mental Health Awareness Week, which has the theme of body image this year. Figures were weighted and representative of all UK adults.

It found one in three British adults have felt anxious or depressed because of concerns about their body image. Among people aged 55 and above, the figure was one in five.

One in 10 women said they had self-harmed or “deliberately hurt themselves” because of their body image, compared with one in 25 men. But there were still significant numbers of men affected, with one in four saying they have felt depressed because of concerns about their body image.

Rowland said: “Body image issues can affect anyone and at any stage in life. Many people identified social media as an important factor causing them to worry about their body image – and the majority of respondents felt the government needed to take more action.”

In response, the Department of Health said it had recently launched a “world-leading partnership”, which will bring together social media companies and suicide prevention experts from the Samaritans to tackle self-harm and suicide content online.

Extra resources: Newspaper articles – (Lesson 3)

Is social media bad for you?

Three billion people, around 40% of the world’s population, use online social media – and we’re spending an average of two hours every day sharing, liking, tweeting and updating on these platforms, according to some reports. That breaks down to around half a million tweets and Snapchat photos shared every minute.

With social media playing such a big part in our lives, could we be sacrificing our mental health and well-being as well as our time? What does the evidence actually suggest?

Since social media is relatively new to us, conclusive findings are limited. The research that does exist mainly relies on self-reporting, which can often be flawed, and the majority of studies focus on Facebook. That said, this is a fast-growing area of research, and clues are beginning to emerge. BBC Future reviewed the findings of some of the science so far:

STRESS

People use social media to vent about everything from customer service to politics, but the downside to this is that our feeds often resemble an endless stream of stress. In 2015, researchers at the Pew Research Center based in Washington DC sought to find out if social media induces more stress than it relieves.

In the survey of 1,800 people, women reported being more stressed than men. Twitter was found to be a “significant contributor” because it increased their awareness of other people’s stress.

But Twitter also acted as a coping mechanism – and the more women used it, the less stressed they were. The same effect wasn’t found for men, whom the researchers said had a more distant relationship with social media. Overall, the researchers concluded that social media use was linked to “modestly lower levels” of stress.

MOOD

In 2014, researchers in Austria found that participants reported lower moods after using Facebook for 20 minutes compared to those who just browsed the internet. The study suggested that people felt that way because they saw it as a waste of time.

A good or bad mood may also spread between people on social media, according to researchers from the University of California, who assessed the emotional content of over a billion status updates from more than 100 million Facebook users between 2009 and 2012.

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Bad weather increased the number of negative posts by 1%, and the researchers found that one negative post by someone in a rainy city influenced another 1.3 negative posts by friends living in dry cities. The better news is that happy posts had a stronger influence; each one inspired 1.75 more happy posts. Whether a happy post translates to a genuine boost in mood, however, remains unclear.

ANXIETY

Researchers have looked at general anxiety provoked by social media, characterised by feelings of restlessness and worry, and trouble sleeping and concentrating. A study published in the journal *Computers and Human Behaviour* found that people who report using seven or more social media platforms were more than three times as likely as people using 0-2 platforms to have high levels of general anxiety symptoms.

That said, it's unclear if and how social media causes anxiety. Researchers from Babes-Bolyai University in Romania reviewed existing research on the relationship between social anxiety and social networking in 2016, and said the results were mixed. They concluded that more research needs to be done.

DEPRESSION

While some studies have found a link between depression and social media use, there is emerging research into how social media can actually be a force for good.

Two studies involving more than 700 students found that depressive symptoms, such as low mood and feelings of worthlessness and hopelessness, were linked to the quality of online interactions. Researchers found higher levels of depressive symptoms among those who reported having more negative interactions.

A similar study conducted in 2016 involving 1,700 people found a threefold risk of depression and anxiety among people who used the most social media platforms. Reasons for this, they suggested, include cyber-bullying, having a distorted view of other people's lives, and feeling like time spent on social media is a waste.

However, as BBC Future will explore this month in our #LikeMinded season, scientists are also looking at how social media can be used to diagnose depression, which could help people receive treatment earlier. Researchers for Microsoft surveyed 476 people and analysed their Twitter profiles for depressive language, linguistic style, engagement and emotion. From this, they developed a classifier that can accurately predict depression before it causes symptoms in seven out of 10 cases.

Researchers from Harvard and Vermont Universities analysed 166 people's Instagram photos to create a similar tool last year with the same success rate.

SLEEP

Humans used to spend their evenings in darkness, but now we're surrounded by artificial lighting all day and night. Research has found that this can inhibit the body's production of the hormone melatonin, which facilitates sleep – and blue light, which is emitted by smartphone and laptop screens, is said to be the worst culprit. In other words, if you lie on the pillow at night checking Facebook and Twitter, you're headed for restless slumber.

Last year, researchers from the University of Pittsburgh asked 1,700 18- to 30-year-olds about their social media and sleeping habits. They found a link with sleep disturbances – and concluded blue light had a part to play. How often they logged on, rather than time spent on social media sites, was a higher predictor of disturbed sleep, suggesting “an obsessive ‘checking’”, the researchers said.

The researchers say this could be caused by physiological arousal before sleep, and the bright lights of our devices can delay circadian rhythms. But they couldn't clarify whether social media causes disturbed sleep, or if those who have disturbed sleep spend more time on social media.

ADDICTION

Despite the argument from a few researchers that tweeting may be harder to resist than cigarettes and alcohol, social media addiction isn't included in the latest diagnostic manual for mental health disorders.

That said, social media is changing faster than scientists can keep up with, so various groups are trying to study compulsive behaviours related to its use – for example, scientists from the Netherlands have invented their own scale to identify possible addiction.

And if social media addiction does exist, it would be a type of internet addiction – and that *is* a classified disorder. In 2011, Daria Kuss and Mark Griffiths from Nottingham Trent University in the UK have analysed 43 previous studies on the matter, and conclude that social media addiction is a mental health problem that “may” require professional treatment. They found that excessive usage was linked to relationship problems, worse academic achievement and less participation in offline communities, and found that those who could be more vulnerable to a social media addiction include those dependent on alcohol, the highly extroverted, and those who use social media to compensate for fewer ties in real life.

SELF-ESTEEM

Women's magazines and their use of underweight and Photoshopped models have been long maligned for stirring self-esteem issues among young women. But now, social media, with its

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filters and lighting and clever angles, is taking over as a primary concern among some campaigning groups and charities.

Social media sites make more than half of users feel inadequate, according to a survey of 1,500 people by disability charity Scope, and half of 18- to 34-year-olds say it makes them feel unattractive.

A 2016 study by researchers at Penn State University suggested that viewing other people's selfies lowered self-esteem, because users compare themselves to photos of people looking their happiest. Research from the University of Strathclyde, Ohio University and University of Iowa also found that women compare themselves negatively to selfies of other women.

But it's not just selfies that have the potential to dent self-esteem. A study of 1,000 Swedish Facebook users found that women who spent more time on Facebook reported feeling less happy and confident. The researchers concluded: "When Facebook users compare their own lives with others' seemingly more successful careers and happy relationships, they may feel that their own lives are less successful in comparison."

But one small study hinted that viewing your own profile, not others, might offer ego boosts. Researchers at Cornell University in New York put 63 students into different groups. Some sat with a mirror placed against a computer screen, for instance, while others sat in front of their own Facebook profile.

Facebook had a positive effect on self-esteem compared to other activities that boost self-awareness. Mirrors and photos, the researchers explained, make us compare ourselves to social standards, whereas looking at our own Facebook profiles might boost self-esteem because it is easier to control how we're presented to the world.

WELL-BEING

In a study from 2013, researchers texted 79 participants five times a day for 14 days, asking them how they felt and how much they'd used Facebook since the last text. The more time people spent on the site, the worse they felt later on, and the more their life satisfaction declined over time.

But other research has found, that for some people, social media can help boost their well-being. Marketing researchers Jonah Berger and Eva Buechel found that people who are emotionally unstable are more likely to post about their emotions, which can help them receive support and bounce back after negative experiences.

Overall, social media's effects on well-being are ambiguous, according to a paper written last year by researchers from the Netherlands. However, they suggested there is clearer evidence for the impact on one group of people: social media has a more negative effect on the well-being of those who are more socially isolated.

RELATIONSHIPS

If you've ever been talking to a friend who's pulled their phone out to scroll through Instagram, you might have wondered what social media is doing to relationships.

Even the mere presence of a phone can interfere with our interactions, particularly when we're talking about something meaningful, according to one small study. Researchers writing in the *Journal of Social and Personal Relationships* tasked 34 pairs of strangers with having a 10-minute conversation about an interesting event that had happened to them recently. Each pair sat in private booths, and half had a mobile phone on the top of their table.

Those with a phone in eyeshot were less positive when recalling their interaction afterwards, had less meaningful conversations and reported feeling less close to their partner than the others, who had a notebook on top of the table instead.

Romantic relationships aren't immune, either. Researchers at the University of Guelph in Canada surveyed 300 people aged 17-24 in 2009 about any jealousy they felt when on Facebook, asking questions such as, 'How likely are you to become jealous after your partner has added an unknown member of the opposite sex?'.

Women spent much more time on Facebook than men, and experienced significantly more jealousy when doing so. The researchers concluded they "felt the Facebook environment created these feelings and enhanced concerns about the quality of their relationship".

ENVY

In a study involving 600 adults, roughly a third said social media made them feel negative emotions – mainly frustration – and envy was the main cause. This was triggered by comparing their lives to others', and the biggest culprit was other people's travel photos. Feeling envious caused an "envy spiral", where people react to envy by adding to their profiles more of the same sort of content that made them jealous in the first place.

However, envy isn't necessarily a destructive emotion – it can often make us work harder, according to researchers from Michigan University and the University of Wisconsin-Milwaukee. They asked 380 students to look at "envy-eliciting" photos and texts from Facebook and Twitter, including posts about buying expensive goods, travelling and getting engaged. But the type of envy the researchers found is "benign envy", which they say is more likely to make a person work harder.

LONELINESS

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A study published in the American Journal of Preventive Medicine last year surveyed 7,000 19- to 32-year-olds and found that those who spend the most time on social media were twice as likely to report experiencing social isolation, which can include a lack of a sense of social belonging, engagement with others and fulfilling relationships.

Spending more time on social media, the researchers said, could displace face-to-face interaction, and can also make people feel excluded.

“Exposure to such highly idealised representations of peers’ lives may elicit feelings of envy and the distorted belief that others lead happier and more successful lives, which may increase perceived social isolation.”

CONCLUSIONS?

It’s clear that in many areas, not enough is known yet to draw many strong conclusions. However, the evidence does point one way: social media affects people differently, depending on pre-existing conditions and personality traits.

As with food, gambling and many other temptations of the modern age, excessive use for some individuals is probably inadvisable. But at the same time, it would be wrong to say social media is a universally bad thing, because clearly it brings myriad benefits to our lives.

Lesson 4: Creating a 'persona'.

Our focus for today is: *Anecdotes*

Academic Vocabulary

- Anecdote
- Persona
- Exacerbating

Social media isn't the only problem...

Read the article on Netflix.

TASK:

What is the opinion of the article?

What makes this an effective article?

Annotate the range to techniques used.

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.

Netflix, you're not helping!

A recent Netflix Original TV series, titled 'Insatiable', follows Patty Bladell, a teenager who is constantly bullied 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.

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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 is 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.

Watch the trailers to the two shows mentioned in the article so you can see what the problem is. Make a note of your thoughts.

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

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

Model: Writing with anecdotes or with a persona:

Anecdotes – a short story about a real incident or person.

In primary school, my best friend Dan did not eat for five days due to fear of gaining weight. He ended up spending two weeks in hospital as he became seriously poorly due to malnutrition. It is not acceptable for a primary school child to feel this way. Imagine if this was your child!

Persona – when an author adopts a role/character for effect.

My son spent 6 months of secondary school crying every night because he was bullied for being overweight. He wasn't. But I couldn't do anything. I was in Afghanistan with my troop in the army. My wife tried to phone me every night to say they needed me. What was I to do? I couldn't leave. While my son went through mental torture, my wife went through mental torture which made me go through mental torture.

TASK: Read the Netflix article again. Annotate where it uses:

- A persona,
- An anecdote.

What are the effects of these devices?

Now, it's over to you:

Extended writing task:

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 catch 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?

Checkpoint: How many techniques have you used? Use the checklist and highlight and annotate your own article.

Minimum techniques required

- Headline**
- Anecdotes**
- Facts**
- Rhetorical questions**
- Statistics**
- Persona**

Academic Vocabulary

- Anecdote
- Persona
- Exacerbating

Consolidation: Write a 50 word summary summarising your thoughts of how effective the Netflix article uses the techniques. Refer to the academic vocabulary in your answer.

Lesson 5 – The ‘power of three’ and vocabulary.

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

Academic Vocabulary

- Vocabulary
- Three (List)
- Connectives
- Hyperbole
- Superlative
- Exaggeration

Image:

Your image can also be the things that make you who you are. It could be the things you like doing, the music you like or the games you like.

We are going to use this to our advantage for today’s writing.

Techniques:

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.

Examples of these techniques:

Connectives – Furthermore, however, on the other hand etc.

Hyperbole – Social media is causing depression in every teenager!

Superlative – Iron man is the **coolest** avenger. The lion is the **fiercest** big cat.

List of three – Netflix is great because it has **new, up-to-date and modern** TV shows for me to watch. However, some of the shows are **boring, not funny and a waste of time**.

Extended writing task:

Pick anything in the world. Something you love, or something you hate. A TV show, a game, music, a sport... anything.

You need to write three paragraphs explaining why you love/hate it.

Use every technique that we have practised so far.

Challenge: Use a thesaurus to upgrade your vocabulary.

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!

Consolidation

The vocabulary you use has a very big impact on your reader. If you want them to agree with you, then you need to upgrade your vocabulary to share your passion. Choose 5 words from you writing task and level them up using a thesaurus!

Lesson 6 – Letter format.

Academic Vocabulary:

- Letter
- Address
- Sincerely
- Faithfully
- Rhetorical question
- Formal

Our focus for today is: *Writing a letter.*

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.

Today, we will share our point of view with one of the biggest companies directly. We will write a letter to Netflix.

How do we lay out a letter?

Use the letter format sheet to learn how to layout a letter.

Practise writing addresses for a letter.

What is a good way to start a letter?

How do you end a letter?



Extended writing task:

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

Letter Layout/Plan:

Their address:

Netflix UK
8 Mortimor Street
London
SW1 3NA

Your address:

Date: _____

How will you open your letter?

Dear Sir/Madam,

Paragraph 1:

Paragraph 2:

Paragraph 3:

How will you end your letter?

Tick the techniques off when you use them:

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

Consolidation

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

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
- Anorexia Nervosa
- Bulimia Nervosa
- Binge
- Psychological
- Mental illness
- Advise
- Alliteration
- Opinion
- Modal verbs

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.

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

- It is **not** just about wanting to be skinny and starving yourself. This is just one type.

TASK: Watch the video and make some notes on:

- Eating disorder facts
- Types of eating disorders

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

TASK: Watch the video and add some more facts to your notes.

<https://www.youtube.com/watch?v=HkddIXOAIUM>

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

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.

When advising someone, we use **modal verbs**.

Modal verbs relate to the possibility of something happening. You might use them when giving your **opinion**.

Should, could, must, will, ought to... etc.

TASK: List all of the modal verbs that you know. These will help you out when you come to write your own letter to **advise**.

Example: In my opinion, you must ask for help.

Writing to Advise:

Advise – means to give someone some helpful advice.

TOP TIP: When advising someone, you might use alliteration to make the message stick in their head.

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

Alliteration is when you start consecutive words with the same letter to make it more memorable.

Anorexia is absolutely awful!

Being bulimic bites!

Ask for assistance!

Extended writing task:

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

Make sure that you use a range of techniques and set your article up properly!

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...

Consolidation

In 50 words, summarise what you have learnt about eating disorders today. Use at least 4 of the academic vocabulary words in your answer.

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

What is a speech? How is it different?

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

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

One of the best speech givers ever:

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

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

Key Techniques in a speech:

All of of ICDAFOREST are used... but especially:

Repetition

Repeating words for emphasis. "If I had told you..."

Direct Speech/Language

Using pronouns that include the audience so they feel involved.

"You, we, our etc"...

Eating Disorders Speech:

Eating disorders were a problem long before social media. However, social media has made them worse.

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

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

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

Climate image speech:

Image can relate to anything. What about the image that is portrayed to us about our climate? About our world? About our environment?

<https://www.youtube.com/watch?v=VFkQSGyeCWg>

TASK: Watch Greta Thunberg's first ever speech on the image and condition of the environment. List down any techniques she uses from ICDAFOREST.

ICDAFOREST FOCUS: Direct speech and repetition.

As you can see, these techniques are extremely powerful in a speech. Especially if you are trying to be passionate about something important!

WRITING TASK: Write the opening to a speech where you share your concerns about eating disorders. You must use repetition and direct speech. You may refer to Princess Diana's speech and Greta Thunberg's speech 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...

Checkpoint!

Check you have used the following:

- A greeting
- A powerful rhetorical question
- A shocking fact
- An emotional statistic

Consolidation

In your opinion, which of the ICDAFOREST techniques have been the most powerful today? Justify your reasoning. Use at least three academic vocabulary words in your answer.

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

Lesson 8 – Repetition – Princess Diana’s speech and Greta Thunberg’s speech:

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

27th April 1993

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.

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

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.

Greta Thunberg Speech, 2018 – The Image of the Climate and the World

My name is Greta Thunberg. I am 15 years old. I am from Sweden. I speak on behalf of Climate Justice Now. Many people say that Sweden is just a small country and it doesn't matter what we do. But I've learned you are never too small to make a difference. And if a few children can get headlines all over the world just by not going to school, then imagine what we could all do together if we really wanted to.

But to do that, we have to speak clearly, no matter how uncomfortable that may be. You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake. You are not mature enough to tell it like is. Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet. Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money. Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury. It is the sufferings of the many, which pay for the luxuries of the few.

The year 2078, I will celebrate my 75th birthday. If I have children maybe they will spend that day with me. Maybe they will ask me about you. Maybe they will ask why you didn't do anything while there still was time to act. You say you love your children above all else, and yet you are stealing their future in front of their very eyes.

Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. We can't solve a crisis without treating it as a crisis. We need to keep the fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, maybe we should change the system itself. We have not come here to beg world leaders to care. You have ignored us in the past and you will ignore us again. We have run out of excuses and we are running out of time. We have come here to let you know that change is coming, whether you like it or not. The real power belongs to the people.

Thank you.

Lesson 9 – Writing speeches.

Focus of the day: How to write an effective speech.

Academic Vocabulary

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

What makes a good speech?

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

Making demands!

In order to make your speech effective, you need to consider a range of things. Focus today on: modal verbs.

Extended writing task:

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.

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

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.

There are numerous ways you can get involved

- 1) Write to the Secretary of State and the Minister for Mental Health and Suicide Prevention on this issue.
- 2) Sign the petition at - <https://www.change.org/p/eating-disorders-are-not-just-about-weight-dumpthescales>
- 3) Tweet in support of the #DumpTheScales Campaign, with a link to our petition. Exmample tweet: I'm supporting @HopeVirgo's Campaign to #DumpTheScales. Anyone can have an eating disorder and it's too simplisitic to turn people away from support based on their BMI – please do sign: <https://www.change.org/p/eating-disorders-are-not-just-about-weight-dumpthescales>
- 4) Meet with Hope to discuss the issue in more detail.

You can contact Hope to meet with her, to ask for more information on the campaign, or for template press releases, by emailing her at hopevirgo@hotmail.com.

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...

Checkpoint – How many of the techniques have you used?

- Imperatives
- Connectives
- Direct speech
- Alliteration/Anecdotes
- Facts
- Opinions
- Rhetorical questions/Repetition
- Exaggeration (Hyperbole/superlatives)

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

Statistics

Three (list of)

Consolidation

Annotate your own letter and search for the ICDAFOREST techniques. How many have you used? How many could you add in?

Lesson 9 – Extra resources:

Anorexia is the deadliest mental illness. Why is the NHS still not taking it seriously?

The rise in hospital admissions for people with eating disorders reported on Thursday is very concerning. It shows that much more must be done to intervene early and provide intensive support in the community.

One of the main problems patients face is that for many, their eating disorders are simply not taken seriously enough. Eating disorders are complex mental illnesses with the potential to be incredibly damaging. They are not a “diet gone wrong” – in fact, anorexia nervosa has the highest mortality rate of any mental illness. They often cause major physical health problems and without the right support people with eating disorders often become isolated: cut off from education, work or a social life.

NHS data shows that hospital admissions for those with eating disorders increased from about 14,000 in 2016-17 to just over 19,000 in 2018-19. This in itself is very worrying – hospital admission is typically reserved for the most severely ill patients, which suggests that too often, people with eating disorders are not being identified and supported to access help until they have reached crisis point. Guidelines from Nice recommend that, where possible, outpatient treatment should be offered in the first instance. Getting rapid access to high-quality treatment and support in the community can prevent people with eating disorders from deteriorating to a point where hospital admission is required and provides the best chance of recovery.

Some are quick to blame social media or celebrities, but this is too simplistic. There is a lot to learn about what causes eating disorders, mainly because research in this area has been woefully underfunded. But recent advances in the study of genetics suggest that some people are likely to be at a much greater risk of developing an eating disorder when exposed to various life experiences – such as stress, bullying or traumatic events. More research will be key if we are to achieve the ultimate aim of preventing eating disorders from developing in the first place.

But what needs to be done to ensure that everyone with an eating disorder gets the help they need? Since 2016 there has been a big step forward in access to specialist NHS treatment for under-18s in England. This progress was driven by the introduction of an

ambitious national standard that evidence-based treatment should start within four weeks and additional investment, staff recruitment and training. However, we know that this progress has not been even, with some areas being left behind. The government and the NHS in England must ensure that the additional funding that they have pledged for these services in the NHS Long Term Plan reaches the front line, and that national standards are met in every area.

Adult eating disorder services are severely under-resourced, having been overlooked in the preceding NHS mental health strategy. In 2017 the parliamentary and health service ombudsman published a damning report that highlighted the need for greater investment in these services to prevent further lives being lost. Beat's recent research illustrated how adults with eating disorders in England face a postcode lottery to access specialist treatment. We now need to see the government and the NHS apply the same level of ambition for adult eating disorder services as they have for under-18s. This would mean introducing a fully funded access and waiting time standard for adult eating disorder services.

We also need more innovation in care. In much of the country if you do not meet the thresholds to access an inpatient bed, but you need more support than outpatient care, there is nothing available. Intensive day care or home-based treatments can minimise the need for inpatient admissions, reduce length of stay and provide a step down from inpatient care to living back in the community.

Investing in specialist services is crucial but will not be enough on its own. On average it takes three years before seeking help. We need a more comprehensive effort to reduce this gap. Too often an eating disorder is only suspected when the individual has already reached crisis point. GPs, hospital doctors, nurses, education staff, employers and others, if properly trained, are well-placed to spot the early signs of an eating disorder and to support referral to a specialist.

On average UK medical schools provide less than two hours' teaching about eating disorders, with one in five providing no teaching at all. Opportunities for junior doctors to benefit from clinical experience are extremely limited. The General Medical Council (GMC), which sets standards for medical training, has committed to work with medical schools and others to ensure that tomorrow's doctors are properly trained in how to identify, safely manage and refer patients with eating disorders. In 2019 the GMC acknowledged the need for medical training in this area to improve and took some encouraging steps. We hope that we can support this work further in 2020.

'I took refuge in stuffing my face ...' John Prescott admits bulimia

John Prescott was praised by eating disorder experts yesterday for his "brave" admission that he had struggled with bulimia for two decades.

In his forthcoming autobiography, the former deputy prime minister and MP for Hull East reveals that the stress of political life led him to seek comfort in food and then force himself

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

to throw up. Prescott says he began suffering from bulimia in the 1980s, when the pressure of being in the Labour shadow cabinet became overwhelming.

He battled the condition throughout his time in government, gorging on burgers, chocolate, crisps and fish and chips. But he says he has been free of the problem for more than a year.

"I'm sure it was to do with stress," he wrote in yesterday's Sunday Times, which is to serialise his memoirs. "I wasn't doing it all the time, and there would be gaps of weeks and months, but during those years when we first got into power, I let things get on top of me and took refuge in stuffing my face."

He added: "I've never confessed it before. Out of shame, I suppose, or embarrassment - or just because it's such a strange thing for someone like me to confess to. People normally associate it with young women - anorexic girls, models trying to keep their weight down, or women in stressful situations, like Princess Diana."

He also revealed how he would turn to sweet things and Chinese food when things became stressful. "I could sup a whole tin of Carnation condensed milk, just for the taste, stupid things like that. Marks & Spencer trifles, I still love them, one of my favourites. I can eat them for ever. Whenever I go to Mr Chu's in Hull, my favourite Chinese restaurant in the whole world ... I could eat my way through the entire menu."

Although Prescott tried to hide the illness from his wife, Pauline, she realised what was going on. "The signs in the toilet gave it away, and all the missing food."

She urged him to see a doctor and a consultant eventually diagnosed him with bulimia. "I turned up and found his waiting room full of young women. I was the only man there. I felt a right twerp. Luckily none of them shopped me to the press." In the book, he also reveals that despite preferring food to alcohol, he would occasionally drink to relieve the stress and to let people know how low he was feeling.

"Once or twice a year, when I was absolutely knackered, I did get out a bottle of vodka and place it on my desk. The office hated it when they saw what was happening. They knew I'd go at it full pelt, as I always do with anything, and empty the bottle. But that was very rare."

Prescott, who resigned as deputy prime minister last June and will retire as an MP at the next election, is now supporting an NHS campaign to raise awareness of eating disorders.

The eating disorder support charity Beat said Prescott's decision to speak out had shown considerable courage.

"It will help other people to firstly realise that men can be affected by eating disorders, and you can get help and treatment - even if you have been ill for a very long time," said the charity's chief executive, Susan Ringwood.

Lesson 10: Gender roles and Disney.

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

Academic Vocabulary

- Imperative
- Gender Roles
- Expectations
- Masculine
- Feminine

TASK: From memory, list all the ICDAFOREST techniques.

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.

Your gender and the pressure that society puts on you can play a huge role in your image. The pressure begins from the minute you are born!

TASK: In your own words, define **masculinity** and **femininity**.

Where do 'gender roles' come from?

Even if your parents treat you in a neutral way, society still puts pressure on boys and girls to behave in the 'correct' way. How?

Media expectations is the biggest method! One of the biggest culprits is Disney!

The expectations of boys and girls.

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

What does society expect from boys and girls? Fill out the table below with your thoughts. Society can be very stereotypical!

Boys	Girls
	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>

- **What is this film suggesting girls should be like? How?**
- **Add any notes to your table.**

Boys:

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

- **What is this film suggesting boys should be like? How?**
- **Add any notes to your table.**

Gender roles and expectations:

In a modern society, these gender role expectations are being challenged.

- Expectations of boys and girls are changing
- Homosexuality has become acceptable
- Gender identity discussions

Therefore, these pressures from the media are becoming unacceptable.

How can we make a stand for change and challenge these unreasonable expectations?

Imperatives are really useful to use in our writing as they are bossy.

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

What are imperatives and how can we use them?

Here are some examples of imperatives used in sentences:

Change your films to make expectations equal.

Remake your old films to get rid of the disgusting expectations of girls.

Remove this song from your film.

You must **ensure** that your next film contains a gender neutral character.

We can step this up a level to have more of an impact. We can use **emotive imperatives**.

“Imagine”

This is a powerful imperative that can force the reader to think about the shocking situations. It can also make them think about better situations.

Example:

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

Extended writing task:

- **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!**

Checkpoint: Before you begin, list all of the Disney films that you know that use stereotypical gender roles in their films.

- Cinderella – A princess that is given a status by her parents. She should marry into a rich family to keep her status...

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....

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

Checklist: For a super persuasive letter, make sure that you have included all of the ICDAFOREST techniques!

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.

Lesson 11- Impressive Vocabulary

Academic Vocabulary

- Direct correlation
- Ludicrous
- Increasing exponentially

Find out what these words/phrases mean and try to use them in sentences which show you understand their meanings.

Task: using the best possible vocabulary, 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.



Consolidation

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



Lesson 12- Sentence Variety

Academic Vocabulary

- Parenthesis
- Fronted adverbial
- Emphatic sentence
- Preposition
- Antithesis

It's necessary to mix up the length and style of sentences you use so that your work isn't boring.

Task: 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.

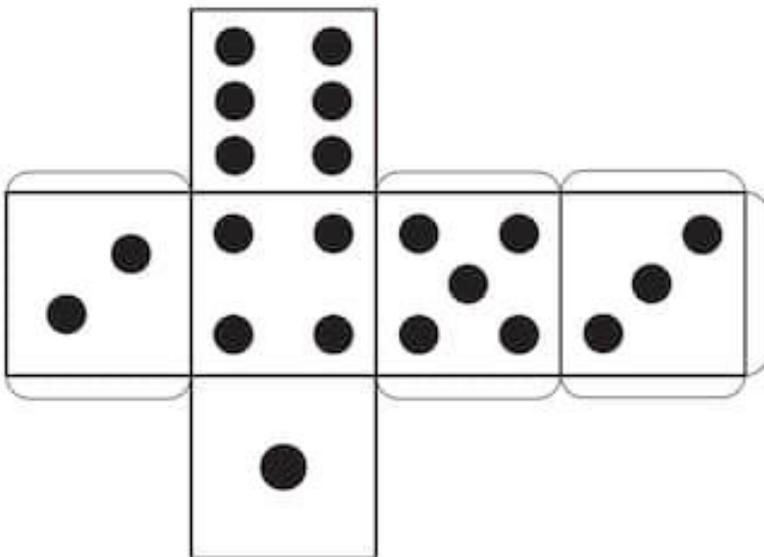
An introduction to Paper 2: Question 5. (Non-fiction writing).

This sentence has five words. Here are five more words.
Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

So write with a combination of short, medium, and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

-Gary Provost



Don't have a dice? Make one using this template! Cut it out and stick it together.

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.

Lesson 13- Bringing it all together

Academic Vocabulary

- Culpable
- Heinous
- Aesthetic appeal
- Enhanced

Find definitions for these words. Try to use them 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.

Consolidation

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

Think of four English skills and four ideas about body image.

What would you like more help within your non-fiction skills? Reading? Writing? Punctuation? Planning? Understanding inferences? Leave your teacher a message.

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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