



My Words

My World

A JOURNALISTIC WRITING COMPETITION
FOR SECONDARY SCHOOLS

Teaching Resource



ALCS

protecting
and promoting
authors' rights





My Words, My World






Our Autumn 2014 writing competition, *My Words, My World*, in partnership with ALCS, challenges students to put themselves in the shoes of a journalist to research and write a feature article on an issue they feel passionate about. Entries will be judged by a panel of experts and professional journalists. There are exciting prizes to be won and the winner will see their feature published by First News and read by a million young people nationwide.

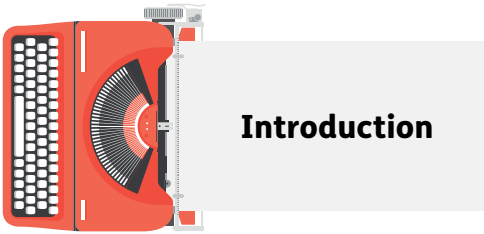
Teachers can use this resource to complement the competition and to support students to research, plan and write a really good entry as well as learn about non-fiction writing tools and techniques, issue-based journalism and copyright law. Students can enter individually or in groups of up to three. This gives the opportunity for a great shared learning experience. If your students are entering as groups they should do all the activities in this resource in their writing groups.

So dust off the typewriters and notepads, it's time to root out your budding Joseph Pulitzers and Judith Millers, inspire them to write about what matters to them and get their words out there for the world to read.



Key		
		
teaching activity	helpful hints resource	pupil handout resource





This resource is designed for teachers and students to study the techniques and tools of journalistic writing. It provides a framework for teachers to work through to support their students to research, plan and write a high quality feature article about an issue they are passionate about. In addition to resources and teaching notes there is advice from professional journalists to inform and inspire.

The content is divided into five sections:

1. Setting the context
2. Research and organise data
3. Copyright
4. Prepare, plan, write
5. Creating a campaign

Each section contains suggested activities, teaching notes and resources to use with the students to support the activities. The resources are numbered, referenced in the text and situated at the end of each section.

The content is designed to provide students with useful knowledge and tools for writing like a journalist. If used in its entirety the resource covers all aspects of the recommended sequence for teaching writing.

- Familiarisation with genre/text type
- Capturing an idea
- Oral rehearsal
- Teacher modelling
- Support for planning through teacher scribing and guided writing
- Independent writing
- Re reading to edit and improve
- Language check
- Peer assessment
- Re-drafting

In addition the resource covers the following strands of the National Curriculum Programme of Study for Key Stage 3 English.

Writing

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through:

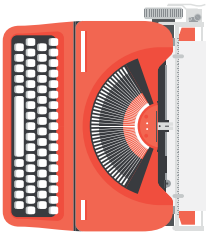
- writing for a wide range of purposes and audiences, summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- planning, drafting, editing and proof-reading through:
 - considering how their writing reflects the audiences and purposes for which it was intended.
 - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
 - paying attention to accurate grammar, punctuation and spelling.

Grammar and vocabulary

Pupils should be taught to consolidate and build on their knowledge of grammar and vocabulary through:

- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.

We hope you will find this a useful and stimulating way to engage your students in journalistic writing and to inspire them to enter our competition.



Section one: Setting the context



This section aims to:

- introduce the task
- get students excited about writing
- stimulate discussion on issues
- support students to choose an issue to write about and formulate key questions to frame their research.

What matters to you?

“I still believe that if your aim is to change the world, journalism is a more immediate short-term weapon.”

Tom Stoppard

Whether your students have chosen to enter the competition independently or whether you are using this as an opportunity to teach non-fiction writing, you’ll want an entry point that stimulates their interest and gets them excited about the task.

To provide this stimulus we have filmed interviews with a selection of journalists. The interviews are available to view on our website at www.literacytrust.org.uk/alcs. The journalists talk about their work, what inspires and motivates them, some of the key things that make a good feature article, the issues they feel passionate about and why they choose to write about them.



Start by watching some of the clips of interviews with journalists. Discuss the key points raised in the clips you watched. You may want to write a list to display. **Resource 1** provides some general points your students should think about when they are planning and writing a feature article.

To follow up and expand on the points the journalists have made you may want to support the students to identify the difference between straightforward news reporting and the more complex genre of feature writing.

One way to do this is to immerse them in examples. Gather a wide selection of both from a variety of sources (print, TV, online etc) and ask the students to sort them into two piles. Encourage students to identify anything they think the feature articles have in common – in other words what made them choose to put them on that pile? **Resource 2** offers a few things to look out for in identifying a feature article.

The best journalistic feature writing comes from the heart. You want your students to feel passionate about the subject they choose to write about. You want to get them excited about sharing their feelings about their chosen issue with a wide audience.

To support this you will want to spend some time brainstorming/discussing current issues that they may feel strongly about. Do some discussion around universal themes and then identify specific issues and news stories related to those themes. For example:

- Human rights
- The environment
- War
- Poverty
- Child protection

Some issues are global, some are local – students should choose to write about what they feel strongly about.

Once you feel the students have a good idea of what a feature article is like and are beginning to think about what they would like to write about you may want to allow them some time to discuss their ideas in small groups. This will give them an opportunity to hone in on what they feel particularly strongly about and what they would like to write about.

To support students in this you may want to give them a structure to follow. For example, in groups of three or four they could each be allocated three minutes to explain to the rest of the group what their issue is and why it is important to them.

To provide a structure for your students as they begin their research and preparation stage it is helpful if they spend some time formulating key questions to answer on their chosen issue. The set of questions in **Resource 3** can help your students to formulate their own questions to answer.

You want your students to use these and similar key questions to help frame the enquiry that they will do in order to research their chosen issue. This research will enable them to write an informed piece and follow the journalistic convention of answering the “6Ws” – **who**, **what**, **where**, **when**, **why** and **how** – in their article.



Section one: Setting the context



Resource 1: Writing a feature article

- Be passionate about the issue you write about
- Research your subject well
- If possible talk to real people
- Put across both points of view on your subject
- Express your opinion but flag it up as such
- Beware plagiarism
- Plan before you write



Resource 2: Identifying a feature article

Feature stories:

- are human-interest articles that focus on particular people, places and events
- are journalistic, researched, descriptive, colourful, thoughtful, reflective
- cover topics in depth, going further than mere hard news, explaining the most interesting and important elements of a situation or occurrence.



Resource 3: The “6Ws” – answering key questions

What	is happening?
Who	is affected?
Where	is it taking place?
Why	is it happening?
When	did it happen?
How	did it happen?

Who	is to blame?
What	can be done about it?
Where	will things end up if nothing changes?

Who	knows about it – experts or people affected?
What	do they say?
Where	can they go to make things happen?



Section two: Research and organise data



This section aims to:

- show students the key elements of effective research
- provide resources to help students organise their data
- support students to categorise the information they research
- help students to put information into their own words.

pick out from the text. Using a thesaurus can be helpful for this exercise.

The next section provides a series of activities which will support you to provide more information for your students on the issue of copyright and help them to understand the law surrounding it.



Getting organised

Once students have decided on the issue they are going to write about in their feature article they will need to do some research around the subject before they begin to plan their writing. There are several key elements to effective research. **Resource 4** provides some information for you.

In addition to this short guide **Resource 5** provides you with a longer, more generic guide to researching and presenting information. You may choose to give the whole resource to your students or cherry pick the advice that is relevant to this task.

Your students will save a lot of time if they pursue their research through finding answers to the key questions they have already formulated. **Resource 6** will support them to do this. Students will need multiple copies, one for each of their key questions. Advise them to record all their information before they begin to filter it.

Once students have done their research they should set about categorising their data. It is important in journalistic writing to be clear about the different kinds of information that are being used and to make the distinction for the reader. The table in **Resource 7** will help students to identify the different types of data they have collected and will save them time when they come to plan their article.

You'll need to make your students aware that using researched information requires them to re-write it to avoid plagiarism. You can use **Resource 8** to support your students to re-write sections of their researched information effectively, using their own words whilst still retaining the key information that they need. Before they have a go individually you may want to use section five in this resource to model how students can find alternative words and phrases to replace the ones they



Section two: Research and organise data



Resource 4: Effective research

- **Formulating key questions**
This provides a structure for the research and avoids too much time spent trawling the internet looking for random information.
- **Organising data**
Categorising information and grouping it will help students to build a picture of the knowledge they are finding out and will save a lot of time later on. An important part of this process is filtering – deciding what is relevant and what can be discarded.
- **Source referencing**
It is important that students note down the sources of their research as they go along.
- **Avoiding plagiarism**
Students should choose which bits of information they are going to re-write in their own words and which they will use as “quotes” – this is an important distinction to make to avoid copyright issues.



Resource 5: A guide to researching and presenting information

The National Curriculum requires you to read for a variety of purposes. One of these is **research**. Material needs to be selected from a range of sources, and presented in a suitable way using a variety of methods including IT.

Choosing your subject

- Pick a subject that is contained – not too large.
- Think about how you are going to present it.
- Gather enough material for the kind of speaking and writing you will do when you have found your information.
- Organise it into different categories.

Gathering information

Use a range of sources. These may include the following.

- **the internet:** text, database, picture or other data types
- **broadcast media:** television or radio programmes
- **printed media:** these may include general (encyclopaedias) or specific reference books, magazines, and newspapers
- **eye witness accounts:** if your issue has a local angle you could interview students and staff or even members of the public.

Browse, bookmark and collect sources and list what they are as you go along.

- read, then make notes; do not copy word for word.
- always use your own words, unless you are quoting.

Organising your information

- Before you can present your work, you should sort through it and get rid of what you do not want.
- Put all your information into an appropriate format.

Presenting your information

Know your target audience and the context in which they will read or listen to your work.

Present your work attractively, and try to follow the conventions (“rules”) used by publishers and writers. For a written or print presentation:

- give appropriate information (author, editor, publisher) on outside and inside covers
- make sure your publication has an introduction, contents list, bibliography and index
- aim to give information clearly, write in a style suitable to your subject and purpose and present work attractively.
- information in the words of the original writer should appear as a quotation
- use chapter or section headings
- all text should be in the same font.



Section two: Research and organise data



Resource 6: Organising my research information

Key question:

1. Record what you've found out

Key vocabulary

2. Decide the key relevant points to keep and what you can discard. This is called filtering.



Resource 7: Categorising information

Box and label your information according to which category it comes under.

Fact	Opinion
Background or history	Interviews with non-experts
Research	Hearsay and gossip
Interviews in experts	



Section two: Research and organise data



Resource 8: Making the information my own

1. Copy the extract you have researched here:

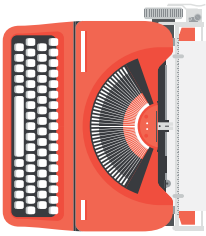
2. Note the key factual vocabulary you need to keep here:

3. Copy the direct quotes you want to use here:

4. Note the good descriptive/emotive language, words and phrases used here:

5. Find alternative language and note it here:

6. Re-write the extract in your own words here:



Section three: Copyright



This section aims to:

- introduce students to the concept of copyright
- help clarify some of the everyday law surrounding copyright in the UK
- encourage students to be aware of copyright issues surrounding their research and information-gathering for their feature article.



A good way to get students thinking about the topic of copyright in relation to their own research and writing is with a short case study, for example:

Lisa is a freelance journalist. Her main interest is in politics and international affairs. She is not employed by one particular newspaper or magazine, but works for herself. Sometimes she is contacted by an editor asking her to write an article on a specific subject; sometimes she pitches an idea of her own, hoping that the editor will be interested in paying her to write the article.

Lisa recently spent three months in Russia. Before leaving the UK, she set up a blog to record her experiences and impressions as she travelled around the country. By the end of her trip she hoped to have enough material for a series of articles.

A month after her return to the UK, while doing some research online, Lisa came across some information on Russia that looked remarkably familiar. A website appeared to have republished much of what Lisa had written on her blog.

They had missed out the personal details, and some entries had been slightly amended, but much of the content of the article had been lifted from Lisa's blog. This also included quotations from several people she had interviewed along with three of the photographs she had posted.

Lisa noticed that there was no mention of her name on the site, and she also knew that she had not given anyone permission to reproduce her blog in this way.

Resource 9 is a copy of this case study. Project it onto your whiteboard or hand copies out and ask students to discuss a series of questions about this either as a whole class or in smaller groups. Treat it as an investigation.

- What appears to have taken place? What are the possible explanations for this?
- Who does material posted online belong to? Does it belong to everyone? To the website host? Or to the person who wrote it? What about photographs; who do they belong to?
- Lisa's blog has not been lifted word-for-word, but has to some extent been changed. Does this alter the situation, as far as students are concerned?
- Does Lisa have any grounds for complaint? Has anyone done anything wrong? If so, who? If not, why not?

It is at this point that the idea of copyright can be introduced, if it has not already been mentioned. The following is a useful definition.

“Copyright is a way of protecting the expression of ideas in a permanent form – i.e. as the written word, or as an image. Copyright is attached to all kinds of creative work such as photographs, books, articles, paintings, music, film etc.

Normally the person who created the work owns the copyright, enabling them to permit others to make copies of, perform, or broadcast the work. In legal terms, copyright is known as intellectual property, and can be owned – just like any other property.”

You can follow up the initial discussion on copyright with a practical activity which asks students to identify the copyright owner in a number of different situations. Give students **Resource 10** and ask them to work in groups to decide on who the copyright owner is for each situation. You may choose to tell them that for two of the examples copyright is not applicable before they start. Once students have had time to do this exercise, go through the answers on **Resource 11** with them and compare this to their answers. This process will help to cement and clarify different aspects of copyright law.

Resource 12 is a guide to copyright. You may decide to give this to your students for their information or you may use it as a reference for yourself to enhance the student activities on copyright below. It provides them and you with useful points to remember when they are doing their own journalistic research and planning their features.



Section three: Copyright



Resource 9: Copyright case study

Lisa is a freelance journalist. Her main interest is in politics and international affairs. She is not employed by one particular newspaper or magazine, but works for herself. Sometimes she is contacted by an editor asking her to write an article on a specific subject; sometimes she pitches an idea of her own, hoping that the editor will be interested in paying her to write the article.

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Lisa noticed that there was no mention of her name on the site, and she also knew that she had not given anyone permission to reproduce her blog in this way.



Resource 10: Who owns the copyright?

- A. A story that you write for an English assignment.
- B. A musical put on by a school for students and parents.
- C. A photograph of you taken by a friend that you place on your social media page.
- D. An idea that a writer has for her next book.
- E. A train timetable.
- F. A phrase in an advertisement for a new car, such as "drive in style!"
- G. An email that you write to a friend.
- H. A photograph of a car that a car dealer is offering for sale, taken by a sales person.



Section three: Copyright



Resource 11: Answers – Who owns the copyright?

A. A story that you write for an English assignment.

Answer: You

The story was written by you and you are the copyright owner.

B. A musical put on by a school for students and parents.

Answer: There are a number of copyright owners

The musical score, scripts, stage directions and even the scenery are likely to be covered by copyright, and this may belong to different copyright owners.

C. A photograph of you taken by a friend that you place on your social media page.

Answer: Your friend

As the photographer, the copyright is owned by your friend.

D. An idea that a writer has for her next book.

Answer: There is no copyright for this

An idea is not protected by copyright until it has been recorded in some way, for instance a printed synopsis of the story.

E. A train timetable.

Answer: The (train) company

Even though it is just a train timetable, copyright is likely to be held by the train company, and permission will be required to reproduce it.

F. A phrase in an advertisement for a new car, such as “drive in style!”

Answer: It is unlikely that copyright will protect this

A very short, general phrase such as this will probably be too insubstantial to attract copyright protection.

G. An email that you write to a friend.

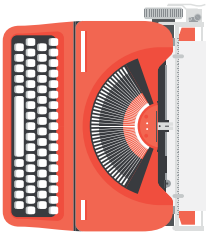
Answer: You

You are the copyright owner, as the writer of the email.

H. A photograph of a car that a car dealer is offering for sale, taken by a sales person.

Answer: The (car sales) company

Although the sales person took the photograph he/she is unlikely to be the copyright owner, as the photograph was taken in the course of their employment. Copyright is therefore likely to be held by the company for whom they were working.



Section three: Copyright



Resource 12: A Guide to Copyright

What does copyright mean?

Copyright is the legal term referring to the right to reproduce (or copy) a piece of work that someone has created. Copyright also covers other uses of works such as broadcasting and online use.

As a general rule, this right (that is, copyright) lies with the person who created the work.

What is copyright for?

Copyright is designed to prevent people from copying and unfairly using someone's work. Copyright law tries to ensure that creators are fairly rewarded for the work that they produce.

What is protected by copyright?

Copyright law is designed to protect many different types of creative work.

These include books, reference materials, articles, plays, poems, the words and tunes of songs, music, sound recordings, films, pictures, illustrations, photographs and graphic images. Software, computer games, data bases, typography and page design are also protected by copyright.

It is no excuse in law for someone to say that they didn't realise that a particular work was covered by copyright.

What is *not* protected by copyright?

Generally speaking, there is no copyright for facts, information – or ideas. A newspaper that scoops and publishes a story cannot prevent other newspapers reporting the facts of that story in their own words.

A good idea for a book or a song cannot be protected by copyright until it is recorded. For copyright to exist some effort or labour must have gone into creating an original work which is then recorded in some way.

Who does copyright belong to?

The creator of a piece of work is normally the first copyright owner. However, if they do it as part of their employment, the rights to the work are normally held by their employer.

Sometimes copyright is owned by more than one person. Two writers working together on a project will generally hold the copyright jointly. In the case of a more complex production, such as a play or musical, copyright owner will include the person who wrote the screenplay, the lyricist who wrote the words to the songs, and of course the composer of the music. Turning the play or musical into a film usually adds to the list of copyright owners.

How long does copyright last?

The first law giving authors copyright over material that they had created was the Statute of Anne, passed in 1710. It stated that only the author of a work (or anyone else that they nominate) had the right to print or reprint the book, for a period of 14 years.

Today copyright for most literary, dramatic, musical and artistic work lasts for 70 years after the death of the person who created the work.

Copyright for a more complex work, such as a film, lasts for 70 years after the death of certain contributors. These are likely to include the director, the author of the screenplay, and the composer of any specially commissioned music.

How do you register copyright?

In Britain – but not in all countries – copyright is an author's automatic right. Copyright exists from the moment the literary or artistic work is created and recorded. It doesn't have to be registered, nor need it be marked with the copyright © symbol.

However, putting a copyright mark on your work is a good reminder to others that the material is copyright. As a further precaution you can copy the work, and then send it to yourself leaving the envelope and postmark intact. Other ways are to lodge a copy of your work with a bank or a solicitor.



Section three: A Guide to Copyright, continued



How can you use copyright material?

Generally speaking, anyone who wishes to use copyright material should seek permission from the copyright owner. This is likely to involve contacting them directly (or the publisher or distributor) and explaining how you would like to use the work. Permission may be granted without charge, or a fee may be required. A number of exceptions exist permitting limited use of a work for purposes such as critical review, news reporting and research.

Licences are available to schools and colleges enabling them to use copyright materials for educational purposes.

Individual students are able to use single copies of short extracts of someone else's for work for private study and, if practical, should acknowledge what they use.

The amount of a work that may be copied for private study is not defined in law. If the matter ever came to court, considerations would include the impact of the copying on the author of the original work and how much material a fair-minded and honest person would have used.

In 2014, the law changed to allow people to make copies of music and books they own, to use on another device, such as downloading a CD to play on an MP3 player. It remains illegal to make copies as gifts or to sell without the permission of the copyright owner.



Section four: Prepare, plan, write



This section aims to:

- immerse students in the genre of feature journalism
- identify the features of this genre
- provide an opportunity for ‘talking the text’
- support students preparing to write through shared writing
- provide a suggested planning framework
- provide advice for the writing process.



Become a journalist!

To prepare your students for writing their article you will want to spend further time immersing them in examples of feature articles – you can download a few examples from www.literacytrust.org.uk/alcs or feel free to source your own. These examples will provide the students with the opportunity to ‘talk the text’, identify common features and examine the language used in this genre. This immersion will help them when they come to write their own articles. Right from the beginning of this section keep referring your students to their audience as this is a key part of planning their writing. You might want to remind them that the winning entry will be published in First News which has an audience of their peers that they should be able to speak to with a clear voice.

If any of your students are writing their features in small groups – remember they can submit competition entries in groups up to three – you may want to give them some time to discuss how they will manage their roles during the writing process. They may want to work as a group or they may split tasks between them.

Start by giving the students the chance to ‘talk the text’. Put them into small groups, give out a feature article example and the ‘talk the text’ set of questions, **Resource 13**. They should work as a group to answer each question through examining and discussing their article. You may want to add a couple of content specific questions which require them to search the content of the article to answer.

The next step is to identify the main features of the genre. Your students may already know some features from the work you’ve done previously so start by brainstorming a list with them. It might help to divide

them into the categories of ‘structural’ and ‘language’ as has been done in the list provided in **Resource 14**.

Once this list is complete choose a colour for each feature. Give out highlighters or felt tip pens and task the students to work in groups with their articles to find and highlight examples of as many of the features as they can.

If you are following the recommended framework for teaching writing the next step in preparing your students to do their own writing is a shared/guided writing activity. This is where you work as a whole group or class to ‘practise’ writing a feature article together. You should act as the scribe and model for your students whilst also encouraging them to offer ideas and suggestions verbally.

If you don’t want to write a whole article as a guided writing exercise you can choose to focus on specific areas you have identified that your students need more support with. **Resource 14** could help you decide on this. For example, you might focus on the top and tail of the article; a catchy headline, a really good introductory paragraph which uses persuasive and emotive language and a punchy conclusion. Alternatively you could focus on the main body of the article; structuring the content using headings and logical and time connectives, creating narrative hooks to keep the reader interested, using varied sentence length.

Here are a few key tips to remember when delivering a shared writing session:

- Magpie from other texts.
- Box up the text into sections to make the structure clearer.
- Model each language feature and then ask for alternatives from the students.
- Discard and replace words and sentences to refine the text as you go.
- Make a separate word bank during the shared writing that students can refer to when they come to write.

You are now ready to support your students to plan their feature article. They should have lots of information and knowledge about the genre, the techniques to use and specific data they have researched that will form the content of their article. They should now bring all of this together to create a plan for their writing. You may want to give them a scaffold to help them with this. **Resource 15** provides a suggested format for this.



Section four: Prepare, plan, write



Once they have finished their plans your students are ready to write their feature articles. You may want to play them one of the journalist clips again to re-inspire them for the writing process. You can also remind them about the competition prizes they could win.

If students are doing the writing in class time you'll want to plan in plenty of time for them to focus on this, as it is an extended piece of writing. Try and provide enough time for them to go through these writing steps.

- Writing of first draft
- Peer assessment
- Proof reading
- Editing
- Re-drafting

You may want to give students **Resource 16** to help them to peer assess each other's work meaningfully and constructively.

Once your students are happy with the content of their feature articles they can produce a final version which you can enter into the competition. They may want to spend some time thinking about how to lay out their work in the style of a feature article, adding captioned pictures and their own by-line.

Cross curricular links

To enhance the learning for your students you may want to make some cross-curricular links through this writing activity. Here are a few suggested activities that will link to other subject areas.

- **ICT**
By taking the students through the steps for researching and organising their data you have already covered some key learning outcomes for ICT. In addition to this students could use a computer programme to design and produce the layout for their feature article.
- **Citizenship**
The section on copyright covers some aspects of citizenship. You could also do some work around the ethics of journalism. Students could discuss and then debate the issue of a free press versus privacy rights in our modern society.
- **Geography**
It is likely that one or more of your students will choose an environmental issue to research and write about for their feature article. This will give you an opportunity to do some geography study. For example you could look at the impact of the environmental issue on a global and a local scale and then compare the effects on each.
- **Media Studies**
If your students follow the suggestions in section five to plan and run a media campaign around one of the issues they've written about it will provide an opportunity to cover some aspects of Media Studies.



Section four: Prepare, plan, write



Resource 13: Talk the Text

Use these questions to help you navigate your feature article.

Article title:
Author:

1. What do you think the article is about?	11. Who do you think this article is aimed at? What makes you think that?
2. Does the headline make you want to read the article?	12. Can you tell the author's point of view?
3. Look at the headline. Think of a question that the article may be able to answer.	13. Does the author put forward an alternative point of view?
4. Is the article attractive and exciting to look at? Why? Why not?	14. Can you identify any research the author uses to back up their opinion?
5. Describe how the text is laid out. Has the author used headings? Do you think it would matter if the headings were in a different order? Why? Why not?	15. Has the author included quotes from other people? What does this add to your understanding of the article?
6. What sorts of pictures have been used? Do they help you understand the text?	16. Were you surprised by anything in the article? What?
7. Skim over the introductory paragraph. What is it about?	17. What new things did you find out from reading the article?
8. Scan through the introductory paragraph and list the key words.	18. Do you agree with the author's point of view?
9. Take turns to read a paragraph of the article out loud to the group.	19. Who would you recommend this article to? Why?
10. Is the information easy to understand? Why? Why not?	20. Did you find the answers to your questions? Was it easy, or was it difficult? If it was difficult what would have made it easier?



Section four: Prepare, plan, write



Resource 14: Features of journalistic writing

Structural

- A catchy headline using alliteration/word play
- Opening paragraph to grab attention
- Key events, dates and times
- Chronology
- Subheadings and paragraphs
- Facts
- Opinion
- Quotes and interviews
- Pictures with captions
- Conclusion

Language

- Past tense and usually third person
- Opinion differentiated by use of first person
- Narrative hooks – action, mystery, drama
- Emotive language
- Persuasive language
- Logical and time connectives
- Embedded clauses
- Varied sentence length





Section four: Prepare, plan, write



Resource 15: Planning my feature article

Headline	Will I use alliteration, pun or shock tactics?
Leader paragraph – a summary of my article	I will answer the “6Ws” <ul style="list-style-type: none">• who• what• where• when• why• how
Main article – a full narrative account	I will use <ul style="list-style-type: none">• key details• killer facts• narrative hooks• paragraphs• sub-headings• research• eye witness accounts• expert opinion• emotive and persuasive language• time connectives
My own opinion – what do I think?	
Conclusion – sum up and state what could/should happen next	I will use <ul style="list-style-type: none">• my opinion• emotive language



Section four: Prepare, plan, write



Resource 16: peer assessment sheet

Put a tick in the box for each of these features that you spot in the article.

A good headline	<input type="checkbox"/>	Variety of sentence lengths	<input type="checkbox"/>
The '6Ws' – who, what, when, why, where, how?	<input type="checkbox"/>	Past tense	<input type="checkbox"/>
Dramatic language to maintain interest e.g. <i>shock, horror, amazing</i>	<input type="checkbox"/>	Appropriate tone	<input type="checkbox"/>
Facts	<input type="checkbox"/>	Links between paragraphs	<input type="checkbox"/>
Opinions	<input type="checkbox"/>	Good time connectives e.g. <i>moments later, suddenly, all at once</i>	<input type="checkbox"/>
Reported speech/quotations	<input type="checkbox"/>	Sub-headings	<input type="checkbox"/>
Sustained viewpoint	<input type="checkbox"/>	Correct use of punctuation	<input type="checkbox"/>

Write a couple of targets for re-drafting here:



Section five: Create a campaign



In order to make the most of all the amazing work your students have done to research, plan and write their articles you could extend this activity by encouraging them to plan and run a campaign to raise awareness on one of the issues they wrote about. They can either do this individually, in small groups or as a whole class, depending on how involved you want to be in the process. If you plan to do this as a whole-class activity the simplest way to decide on the focus for your campaign is to have a vote.

What kind of campaign?

Your students should think about the kind of campaign they want to run. They may decide to make it a local one and use printed materials such as posters and flyers to promote their message around the school. In addition to this they could arrange an exhibition or a presentation to advertise their cause. It's good to have a simple 'call to action' to offer people, such as a petition or an awareness day that people can sign up to.

Alternatively your students may want to produce an online campaign and use social media to reach a wider audience. If this is the case you'll need to make sure they are clear about the rules and safety of using social media and that they approach it responsibly. If you put some guidelines in place a social media campaign can be very effective and satisfying.

Planning tips

For any campaign it is wise to do some planning before starting. Here are some useful steps for the students to follow and tips to help them maximise the impact of what they do.

- Define your campaign goals – what are you trying to achieve?
- Think about your desired campaign audience – how will you reach them most effectively?
- Come up with a killer slogan – what will grab people's attention?
- Devise a 'call to action' that means people can take an active part and show their support for the campaign.
- Use your content creatively – adapt what you've written to fit as many different platforms and media as possible.

- Interact with your online content – reply to comments, retweet, share and update on a regular basis.
- Find a local angle – even if your campaign issue is a global one try to find something relevant to your local community.
- Images are always more powerful than words – what images can you find/make to enhance the impact of your message?
- Fix a time limit on activity and then evaluate how successful your campaign has been.

If your students do run a campaign we would love to hear about it

Email: competitions@literacytrust.org.uk.



Section five: Create a campaign



Social media and copyright

Students are likely to use social media in their campaign plan so it would be useful to look at the issue of copyright law relating to social media before they start.

The questions to raise are:

- Should the law be changed to reflect the way social media is used?
- What challenges in terms of policing copyright law does the internet present?

To put these questions into context you can give your students an example to discuss.

On 16 January 2013, two people were killed and nine injured when a helicopter hit a crane on top of a London tower block and plunged to the ground, bursting into flames.

Journalists tried to get to the crash site as quickly as possible, but first on the scene were members of the public who were close by when the accident took place. One local resident used his phone to record a short video of the burning helicopter and posted the video on Twitter.

This was quickly picked up by a number of media organisations that then used this footage in preference to images taken later by professional photographers.

It appears that not all the news organisations sought permission from the copyright owner before using the film that he had posted. Reports suggest that at least one newspaper used the film without offering payment, but later said that payment would be made, if the copyright owner would like to contact them.

Ask the students to consider this:

Is there an argument here for relaxing copyright rules on the grounds that one of the primary purposes of social media is to put ideas, comments and views into the public realm where they can be shared and debated?

Online images and copyright

Although media organisations today appear in general to be prepared to pay for material drawn from social media, the same cannot always be said about the unauthorised downloading of images from the internet.

It is not uncommon for photographers to discover that their photographs have been taken without permission or payment, and sometimes used in a way in which they disapprove. Access to the images is very easy, and asserting one's right under copyright law can be time-consuming and expensive, and very difficult, particularly if the offender is based overseas.

The only certain way for someone not to have their work copied is not to use the internet – but it is the internet that provides a potentially vast audience to buy an artist's creative work.

There is an opportunity here for students to discuss the following two questions and they should have the issue of copyright in their minds whilst planning their campaigns.

- What changes, if any, should be made to copyright law in view of the widespread availability and use of the Internet?
- What measure can be taken to protect the interests of creative artists from Internet theft?