

## KS3 ENGLISH CREATIVE PERSUASION REMOTE STUDY PACKAGE

Dear colleague

NATE thinks that the KS3 English experience should be more than a preparation for GCSE examination questions. It should be a foundation for independent analysis and appreciation of communication in action, with scope for individual and group creativity, linking visual literacy with print literacy to read the world behind the word and image.

Plus, at the moment, with so much fractured and remote learning, the need to experiment with different ways to engage with students has never been greater.

That's why NATE has collaborated with the Ideas Foundation to create a teacher-initiated but free- standing remote working package that aims to engage students with creative real-world thinking and communicating.

It is matched to general English curriculum strands by integrating speaking and listening, reading and drafting and writing. In all of these there is stimulus to specific English (and beyond) skills of **analysis**, **evaluation**, **interpretation** and **comparison**. It is particularly matched to the demands of **persuasion** related to audience and purpose.

It also has an embedded life-skills focus linking English social attributes of **cooperation**, **empathy**, **creativity** and **engagement**, the ethical dimension of **data use** and **marketing**.

Finally, it is designed to promote personal development and enrichment by encouraging creative linkage of visual and verbal literacy in an activity that leads to several potential outcomes in the public arena. There is scope here for developing a **personal voice**, with a real life social purpose.

The exercise is as simple as downloading the presentation pack, and then sending it on to your class using the school's normal sharing method. It's a PDF document which should work on any computer or mobile phone. No other equipment is needed.

You should also set a deadline for submission of the work - we'd recommend allowing at least 2-3 periods over a week to allow enough time. For example send it on a Monday and ask for work back by the end of Friday. More briefing notes for teachers are on the following page.

Good luck, and please let us know how you get on and send samples of the work you get.

Peter Thomas NATE Chair

## FULL BRIEFING NOTES – KS3 English Creative Persuasion remote study package:

- This is a creative persuasion exercise (using words and pictures), that is linked to the English curriculum
- It uses a real advertising task featuring Warburtons the baker as the vehicle for the exercise
- It is intended to improve the remote working engagement/response rates for English teachers with their classes
- It's designed to be completely self serve and self contained - ie. teachers do not need to know anything about advertising and pupils can do the work their own time
- It doesn't require pupils to have anything more than a mobile phone to complete
- It's free, and easy to distribute
- It follows on from resources that NATE have already provided in this area, working with the creative industry charity The Ideas Foundation. More details and additional resources are available here: <https://www.nate.org.uk/creative-persuasion/>

### The Structure of the Task

- Teachers share the briefing pack for the task with their students, writing a short introductory note of their own that is in line with the way they / the school normally set remote work
- Make sure the note includes a clear deadline for the work - we recommend allowing at least 2-3 periods (2-3 hours) over a few days so that students can work in their own time. For example, set the task on a Monday and ask for the work by the end of Friday.
- We've supplied the briefing in Powerpoint format so you can make any amends, as well as PDF. We recommend using a PDF format with students as this will work on any computer, laptop or mobile phone (you can 'Save As' PDF from Powerpoint if you make changes)
- Students can work alone, or ideally form themselves into virtual 'advertising agency' teams of 2-3 people (if necessary teams could be prescribed) using whatever social media channel they prefer. They choose a name for their agency - the weirder the better
- The team all watch two short videos together that introduce them to the world of advertising, outline how creative teams work with words and pictures, and show what clients look for in an advert. The videos are on YouTube and so universally accessible: <https://www.youtube.com/watch?v=yb-odF3szpU>  
<https://www.youtube.com/watch?v=tn6EKVbGcPI>
- The students read the rest of the briefing pack that gives them more information on Warburtons, some examples of adverts to look at, and then sets the task to produce a piece of communication using simple combinations of words and pictures.

- They work on the task as a remote team for the predetermined time, making the advert in Instagram, TikTok (or other looping video format) or 'photo of a poster' format
- They submit by downloading their work and emailing it to the teacher as an attachment
- The teacher comments, marks, shares, praises as they see fit
- As we move from pilot into a scenario with a real sponsor we intend to add an element to take submissions of the best work from teachers and review it nationally with the sponsor, adding in further recognition and reward.