

Section 1- Using Persuasive Language



Background info' for teachers

'The Bay' was filmed by world renowned and Emmy award winning, underwater cameraman Doug Anderson, whose work over the years includes, "The Blue Planet" "Planet Earth" and the recently shown "Life" series for the BBC.

'The Bay' is a film made by COAST. It shows the viewer glimpses of the magical world that still exists below the waves in a typical bay in Scotland but also reveals the disastrous effect which man is having on that same environment. It asks serious questions about the future management of the marine environment and whether enough is being done to protect our seas. The seas around Scotland support more than 8,000 marine species and a myriad of habitats that underpin important economic and social activities from recreational: diving, sailing, tourism and angling, to commercial: energy generation, oil extraction, shipping, aquaculture and fisheries.

However, growing human pressures threaten the health of the sea's precious marine life and the livelihoods of those dependent upon it.

We are all familiar with the threat to the many animals and habitats which face extinction in the rest of the world but are often unaware that the marine life around our own shores is also struggling to survive. They are unseen, under the sea, but their demise has untold consequences. Will these creatures survive for our grandchildren to know them; and can the damage being done to the sea by the activities of man be

reversed? Will the sea life in the bay ever recover to its former glory and diversity? Will the diversity of the bay continue to decline?

COAST hopes that this film will not only educate and inform but will also raise awareness of the conservation issues. It demonstrates that we need to act now to conserve our wonderful and diverse marine environment and have a sustainable fishing industry for future generations.



Teachers' notes for activities

Activity 1 'The Bay' enquiry

(First viewing)

The first viewing could be designed to generate discussion in pairs/groups/as a class and for children to enjoy the 'awe and wonder' of the life in Lamlash Bay. Once viewed for the first time ask the children what they already know about the sea and generate questions about what they have just watched. Encourage open ended questions: What? When? Why? Where? How? Ask the children to think about questions which may have more than one answer depending on who is asked. Think about what would happen if we didn't have the sea. Write the questions on the whiteboard with little direction or comment, accepting all questions. Older children could carry out this activity in groups with an able writer as scribe. The questions can then be grouped e.g. those which can be answered easily by using reference books or the internet, and those which may be more difficult to answer. Where can we find the answers? Who could help us? How will we record the information? How will we gain the

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information? For example by emailing COAST or another organization, or writing letters or interviewing someone? Children follow an enquiry based approach in groups or with a partner. A class 'think book' could be created where the children's comments/questions could be written. They could add to this throughout the topic. They will be using what they have learned when they come to activity 3.



Activity 1a Message from 'The Bay' (second viewing)



Refresh children's memories about the film. Discuss the message the film is portraying and its persuasive nature. Explain to them that they are going to view the film again and look for the tools the makers of the film have used to try to make the audience care about the bay.

Using work sheet, 'Message from the Bay', in pairs, or threes, children note down their observations in each category whilst watching the film. (It may be necessary to make sure that the pupils are familiar with language features, metaphor, simile, personification, emotive language before this activity).

Discuss why it is important to recognise the methods writers and film makers use to persuade us to take on their point of view - an additional activity could be identifying fact and opinion in texts.

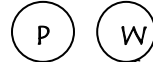
Further activities Children create their own similes, metaphors or personification on

marine life. This could be done over several lessons. Create own phrases using emotive language or rhetorical questions, either on the marine issue or an issue of their choice.

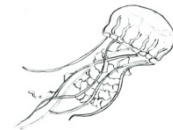


Activity 2

Features of persuasive text



Ask the children to identify some of the features they would expect to see in a persuasive text. Talk through their ideas and the features of persuasive text sheet/Power Point. A whole lesson could be given over to each of the following: emotive language, powerful verbs and adjectives or rhetorical questions. Exploring this language will mean the children have it at their fingertips when producing their own text. The children can now examine the COAST leaflet to find the various features. They could also bring persuasive texts from home to examine or have a collection in the class for them to look at.



Activity 3

Can you persuade others to care?



Having explored the features of persuasive texts and carried out their enquiry into 'the Bay', the children can now decide how they are going to communicate their message to others i.e. create their own text, newspaper article, piece of drama, art work, or presentation. They can use the sheet provided (Features of Persuasive Texts) as a check list for the features they might include in a text and the worksheet, 'Message from the Bay', to remind them of the different language features they could

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use. Hopefully they will be able to use some of the phrases they created in **Activity 1a**.

The COAST leaflet is directed mainly at adults. A piece of text, e.g. poster or leaflet could be designed for younger children. Discussion could take place on whether all the various features need to be included in a text for a younger audience. The pupils could choose the age group their text/presentation will be targeted at.

Activity 4



The Bay, Virtual Dive



This activity is designed to focus the pupils during viewing. They will look for examples of different habitats, adaptation, camouflage and symbiosis (organisms working together for mutual benefit).

Activity 5



Problem solving challenge



The children are asked to take part in an imaginary survey dive by Seasearch Scotland. Based on the fact that the dive needs to be made within two hours of high tide, considering the ferry and train times, the children plan their journey from Glasgow to Lamlash using timetables and tide times.

Activity 6



'The Bay' comprehension activity

Read the questions before viewing so that the pupils can watch out for the information required to complete the worksheet.