**Balanced Argument ~ Writing activities**

**ALL activities to be handwritten and I expect a high standard of presentation – please use a black handwriting pen.**

**Monday** – Senior leaders interview (for and against): Watch the two videos on today’s discussion of an interview with Mrs Austin and Mrs Rudge talking about their views on screen use. You will need to take notes of their opposing beliefs for your balanced argument that you are going to start writing this week.

**Tuesday** – Summarising Information: You will need to look back at all the information that you have gathered about screen use and collate it into a summary for the reasons FOR and the reasons AGAINST. You need to make sure that you include:

* Research from last Thursday – reports online; facts and figures (percentages)
* FOR and AGAINST arguments from the role cards activity from last Friday
* The opposing views of Mrs Rudge and Mrs Austin – senior leaders
* The information from the pupil questionnaire from last Thursday’s discussion

It’s up to you how you organise your information, but you need to make it clear which information is FOR and which is AGAINST. You will need to bring this into school when we return on Monday 8th March because you will need this for the rest of your text.

Watch this [Newsround video](https://www.bbc.co.uk/newsround/35707765) ‘Is Tech Taking Over?’. The video is nearly 16 minutes long and was made in 2016. There may be some more information that you can use.

**Friday** – Write Introduction to balanced argument: Your heading for your text is:



**Is screen use making children lazy?**

This the first of your ‘Sentence Stacking’ lessons where you are going to write the introduction to your text using my teacher model as a structure.

**Time adverbial and powerful adjective –** This is going to be the first sentence of your balanced argument. Think of some time adverbials to include in your text, for example: Over the last few years; In recent times; Since 2016; Since the birth of the iPad.

Now collect powerful/emotive adjectives to describe the ‘intensity’ of the debate around screen use, for example: heated, furious, raging, fierce, passionate, impassioned, fervent, intense, fiery. Write your own sentence, substituting at least the highlighted words. You can substitute some of the others if you want to make the sentence your own.

**In recent years, there has been a ferocious debate surrounding children’s ever-increasing screen time and the impact on their wellbeing.**

**Colon to introduce a list –** Gather verbs that show how certain issues have the effect of ‘firing people up’ to speak or act. For example, spark, ignite, trigger, stimulate, stir up, arouse, kindle. Write your second sentences based on the teacher model below, substituting at least the highlighted words and include a colon to introduce the list of community members.

**It has sparked passionate viewpoints and opposing opinions from all sections of the community, including: doctors, head teachers, parents and children themselves.**

**Contrasting conjunction (subordinate clause) –** Main clause:

***…it is important that both sides of the argument are heard.***

Your third sentence is going to include a subordinate clause that begins with a contrasting conjunction before the main clause above. For example, although, even though, despite.

* **Although** this issue is riddle in controversy,
* **Even though** a consensus of opinion is unlikely,
* **Despite** the growing calls for restrictions on screen use,

Think of some powerful synonyms for ‘important’, for example, crucial, vital, imperative, paramount, essential, pivotal, overriding, chief, principal. Now write your own third sentence substituting at least the highlighted words in the model below.

**Although riddled in controversy, it is important that both sides of the argument are heard.**

**YOU WILL NEED TO POST YOUR INTRODUCTION ON TODAY’S DISCUSSION AND MAKE SURE THAT YOU BRING IT INTO SCHOOL ON MONDAY 8TH MARCH SO WE CAN FINISH WRITING THE TEXT AS A CLASS WHEN WE RETURN TO SCHOOL.**