

## Radio



DOG →

← TOY

**dog**, n. Quadruped of many breeds wild and domesticated. Living and breathing animal.

**toy**, n., & v.i. Plaything esp. for child; knick-knack, thing meant rather for amusement than serious use.

Billboards

Magazines

# English

For 11 - 14 year olds

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## Introduction

Dogs Trust is working towards the day when all dogs can enjoy a happy life, free from the threat of unnecessary destruction. One of our key aims is to reduce significantly the number of stray and abandoned dogs in the UK. The 'Give a dog a life' campaign offers advice and practical guidance to help achieve this. The campaign comprises microchipping, neutering, education and rehoming initiatives. The press, radio and poster advertisements used in this resource were created as part of this campaign.

This resource uses our campaign materials to help pupils to support a range of text-level activities within the Key Stage 3 strategy for English. These activities explore how charity advertising uses language and imagery in order to encourage changes in behaviour by informing and persuading the public.

The resource includes:

- An overview of the learning outcomes for each activity
- Detailed teacher's notes on using the materials
- Three Dogs Trust press advertisements
- Three Dogs Trust radio advertisement scripts
- Three structured pupil question sheets
- Background information and Canine Code

Pupils will also benefit from exploring [www.dogstrust.org.uk](http://www.dogstrust.org.uk) before and during their activities.



# Teacher's guide

These activities closely support text-level work within the Key Stage 3 strategy teaching objectives for English. They support differentiation by outcome according to the ability and year group of the class.

Activity	Content	Outcomes
<b>Looking at press advertising</b>	Pupils study and compare three press advertisements for Dogs Trust services. They consider how language and structure are used to support and deliver important messages about responsible dog ownership.	Pupils can: <ul style="list-style-type: none"> <li>• Begin to understand the craft of copywriting</li> <li>• Identify how language and organisation support copywriters' intentions</li> <li>• Recognise where language choices enhance meaning</li> <li>• Recognise how copywriters structure text to prepare readers for an 'ending' to the advertisement.</li> </ul>
<b>Looking at radio advertising</b>	Using a similar format to the above, pupils study and compare three radio advertisements for Dogs Trust services, exploring how language is used within this medium.	Pupils can: <ul style="list-style-type: none"> <li>• Begin to understand the craft of copywriting</li> <li>• Identify how language and organisation support copywriters' intentions</li> <li>• Recognise where language choices enhance meaning</li> <li>• Recognise how copywriters structure text to prepare readers for an 'ending' to the advertisement.</li> </ul>
<b>Informing and explaining</b>	Pupils use the information provided by the advertisements to construct an explanation of the work of Dogs Trust.	Pupils can: <ul style="list-style-type: none"> <li>• Select and present information gleaned from the advertisements</li> <li>• Present a logically-organised explanation</li> <li>• Identify links between cause and effect within the dog-owner relationship</li> </ul>
<b>Persuading and advising</b>	Pupils prepare and deliver advice to a friend, choosing appropriate language and emphasis.	Pupils can: <ul style="list-style-type: none"> <li>• Provide informal advice in writing or orally</li> <li>• Anticipate the needs, circumstances and views of their audience</li> </ul>
<b>Viewpoints and discussion</b>	Pupils consider their own viewpoints and construct a logical argument on an issue relating to responsible dog ownership, which they deliver orally or in writing.	Pupils can: <ul style="list-style-type: none"> <li>• Express a personal view</li> <li>• Add persuasive emphasis to key points</li> <li>• Use different modes of talk to explore ideas and expand their thinking</li> <li>• Acknowledge other peoples' views</li> <li>• Modify their own views in the light of other arguments</li> </ul>

## Curriculum Links

Key Stage 3 English; 1.4 Critical Understanding, 2.1 Speaking and Listening, 2.2 Reading for Meaning, 2.3 Writing g,l,m,n.

Year 7	Text level: reading Text level: writing Speaking and listening	13-15 11-14; 15-17; 18-19 10-14	The materials can easily be adapted to suit the needs and abilities of pupils in each year group. This supports differentiation by outcome, where older pupils can make more subtle interpretations of the advertisements and process the information in more complex ways.
Year 8	Text level: reading Text level: writing Speaking and listening	5, 7, 8, 10 10; 13-15; 16 10-12	
Year 9	Text level: reading Text level: writing Speaking and listening	2, 7, 8, 10, 12 2, 4, 7, 9-10; 13-15; 16-17 9, 10	Differentiation by task is also possible in some activities. Pupils can present their work in different ways, including using what they have learned to create visual alternatives to written work, for example using presentation software to support their arguments and demonstrate their learning. In this case, more able pupils should be challenged to consider how they themselves are using language, typography and layout to enhance their argument in the same way that advertising uses these features.

# Teacher's guide

## Looking at press advertisements

*You will need copies of each press advertisement for pupils to share in small groups or use individually.*

Pupils can attempt these questions individually or in small groups before reporting back to the whole class. Questions 1 and 2 can be used to introduce the theme, and also to act as a plenary at the end of the session by relating what pupils have discovered to the nature of charity advertising.

The questions explore how the choice of words and structure, combined with typography, images and layout, combine to create an effective advertisement. The advertisements can be projected as OHTs or PowerPoint slides, and areas masked off to see whether each advertisement becomes less effective if, for example, the headline, image or bottom text is removed.

Pupils should make a note of the vocabulary they use to describe the use of language, for example, pace, emotion, structure, humour.

## Looking at radio advertisements

This follows the same structure as above, but uses three scripts for radio advertisements. Pupils could perform each script in small groups or to the class. This could be recorded, and suitable sound effects could also be recorded and added, if possible.

Pupils should consider how the choice of voice actor enhances or diminishes the effectiveness of the advertisement. Are there parallels between this and, for example, typography or imagery in press advertisements?

Again, the advertisements could be 'aired' using only the initial acting sections, or only the final voiceover. What is it that makes the combination the most effective?

## Using information

This sheet (page 15) provides opportunities for pupils to use the information that they have extracted from the advertisements, and re-present it in a variety of forms. Some pupils may wish to find out more about Dogs Trust by visiting [www.dogstrust.org.uk](http://www.dogstrust.org.uk) and exploring the 'campaigns' section of the website.

## Informing and explaining

Pupils should construct a brief explanation of the work of Dogs Trust. They should choose an audience and write with the needs, views and circumstances of their audience in mind. For example, how might they explain this to a younger child, or to someone who is an irresponsible dog owner?

The form of this explanation can vary, to allow differentiation by task, and could include written forms, a presentation or a radio article.

Dogs Trust Background Information and Canine Code (pages 10-12) will provide pupils with additional information.

## Persuading and advising

Pupils should work in pairs for this activity. Taking turns the pairs consider the following scenario. One member of the pair owns a dog, but is not caring for it properly. The other member needs to give appropriate advice about one of the areas in which Dogs Trust operates, such as microchipping or neutering. Using the information about the services Dogs Trust can offer, each member should think about how best they can provide the advice, whilst remaining sensitive to how it might be received.

The linguistic or other devices used to add emphasis and make the case more persuasive should relate to how the advice is given. Pupils could consider the same situation, with one partner providing oral advice and the other via a letter.

Groups could 'report' back to the rest of the class, by reading their letters or giving their 'speech'. As a plenary, pupils can create a list of strategies for adding emphasis.

## Viewpoints and discussion

This final exercise allows pupils to express their own viewpoints about some of the issues which Dogs Trust aims to tackle. The three statements provide a point of view with which pupils can agree or disagree, constructing their own argument.

Pupils should, where possible, enhance their argument through their own research, providing evidence to support their opinions where possible.

Pupils can express their views in a written piece of work. They should consider how language and structure that are appropriate to the style (article, essay) can enhance their argument.

If time permits, this could be delivered as a class debate where pupils can present their argument orally to the class. Pupils will need preparation time to research and prepare their argument, and a double lesson will usually be required to allow for debate and time to sum up the various points of view. Pupils could vote on whether they agree or disagree with the statement, based on how their opinions have been swayed by the arguments offered by their peers.

Press Advertisement

# LIKE TO GIVE A DOG A HOME?

Registered Charity No. 227523



## CALL THE EXPERTS

# 020 7837 0006

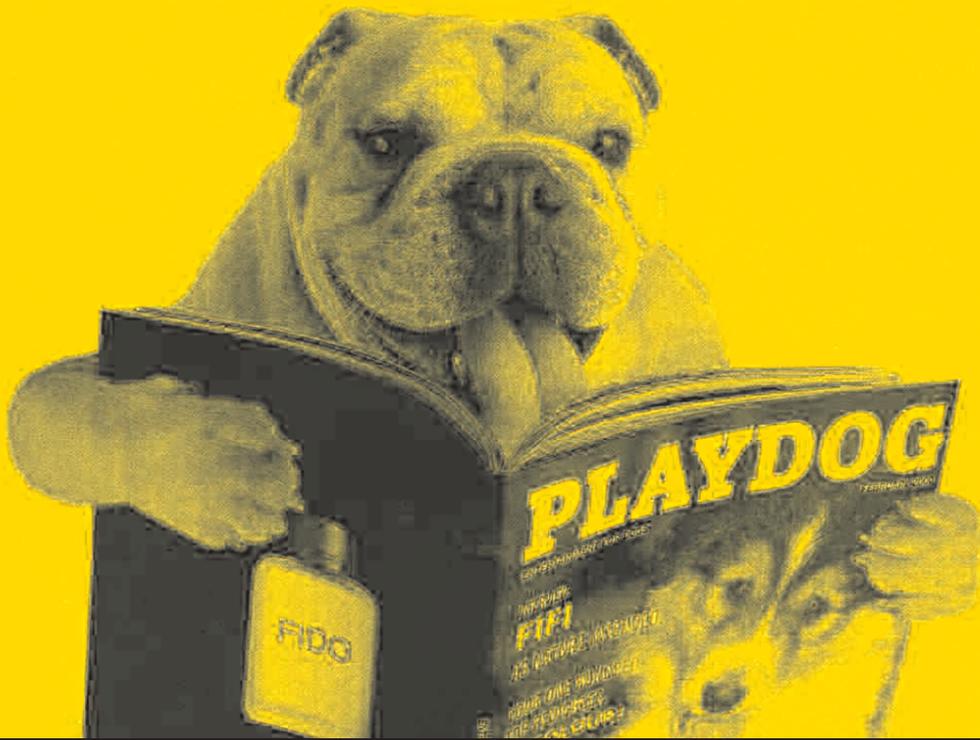
It doesn't matter whether you live in a 4-bedroomed semi or a 2-up 2-down, all an abandoned or mistreated dog wants is a loving and stable home. Being the UK's largest dog welfare charity, Dogs Trust has Rehoming Centres all over the country which look after thousands of these dogs every year. Our trained staff will offer you all the guidance and information you need to choose the dog that's just right for you. Maybe a young lively dog would best suit your lifestyle? Or would you prefer an older, more relaxed dog? Whatever you're looking for we've got just the fella. Last year we found homes for over 8000 friendly dogs. If you want to know more about adopting one of our dogs, give us a call.



Dogs Trust, 17 Wakley St, London, EC1V 7RQ. Telephone: 020 7837 0006. [www.dogstrust.org.uk](http://www.dogstrust.org.uk)

Press Advertisement

# WANT TO STOP FRISKY BEING RANDY?



Registered Charity No. 227523

## CALL THE EXPERTS

# 020 7837 0006

Every year thousands of unplanned puppies are born and sadly, every year thousands are abandoned and many are put down. The only guaranteed way to stop this needless destruction is to have your dog, either male or female, neutered. Being the UK's largest dog welfare charity, Dogs Trust can answer any questions you might have about neutering. Is it painful? (No) Will it stop my dog straying? (Most likely) Will it affect my dog's behaviour? (Only for the better) So if you want to know more about neutering and why it's best for your dog, give us a call.

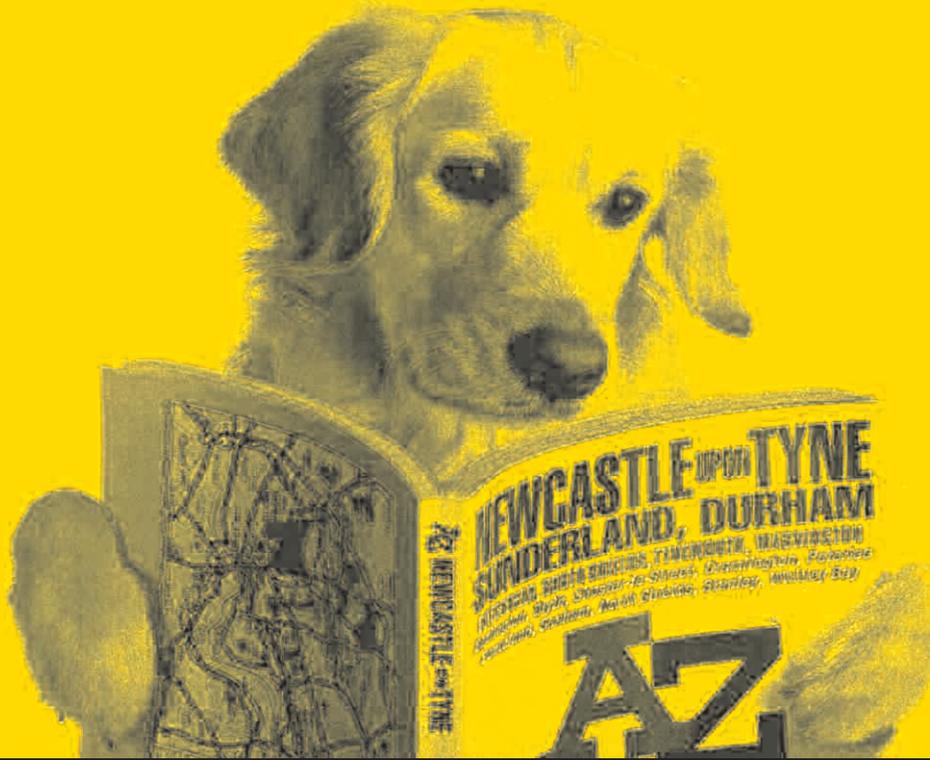


Dogs Trust, 17 Wakley St, London, EC1V 7RQ. Telephone: 020 7837 0006. [www.dogstrust.org.uk](http://www.dogstrust.org.uk)

Press Advertisement

# WHY ARE MICROCHIPS THE BEST RETRIEVERS?

Logo & cover design used with the knowledge + permission of Geographers A-Z Map Co Ltd.



Registered Charity No. 227523

## CALL THE EXPERTS

# 020 7837 0006

Unlike a dog, a microchip cannot get completely lost. Once it's been implanted it's there to stay. The microchip has a unique reference number. This reference number is kept on a database which stores all the owners contact details. So if your dog is ever picked up, he will be scanned, identified and returned to you as quickly as possible. Being the UK's largest dog welfare charity, Dogs Trust receive thousands of lost dogs every year. We believe that no healthy dog should ever be destroyed, so the dogs that come to us are the lucky ones. If you want to know more about microchipping and why it's best for your dog, give us a call.



## DogsTrust

A Dog is for Life

Dogs Trust, 17 Wakley St, London, EC1V 7RQ. Telephone: 020 7837 0006. [www.dogstrust.org.uk](http://www.dogstrust.org.uk)

# Radio Script

SFX: *Clinical atmosphere of a consulting room with wall clock ticking in background.*

Counsellor: First of all, I'd just like to say that by seeking help and advice you're already on your way to building a better relationship.

Okay. So who would like to start? Shirley?

Shirley: (Faltering at first but building in confidence and pace) Well... Well... I don't know where to... where to start. We're just not getting along. We don't seem to understand each other. He never listens to a word I say. If I ask him to do something he just ignores me. All he ever does these days is whine. Say I make him something special for dinner he'll just wolf it down. No signs of appreciation. And whenever we go out together, to the park for example, he...

Counsellor: (Interrupts, cutting her short) Okay Shirley. Let's hear what Ben's got to say. Ben?

Ben: Loud barking followed by a low growling, then a short whine and finishes with a howl.

VO: We like to think that we're a nation of dog lovers. But sometimes we need help understanding our four-legged friends. Being the UK's largest dog welfare charity, Dogs Trust can offer advice and information on any dog-related problems. So if you want to know what's best for you and your dog, call the experts on 020 7837 0006.

Dogs Trust. A Dog is for Life.



# Radio Script

SFX: *General clatter as mum and dad pace around the kitchen having an argument.*

Dad: What do you mean she's pregnant!

Mum: I'm not exactly thrilled about this either!

Dad: Who's the father? That's what I want to know. Who's responsible? I bet you it was that one at number 23. What's his name? Jack. I've seen him. Strutting the estate. He's a right randy little so-and-so.

Mum: Let's face it. It could have been anyone. Jack or Ben or that Bruno. He's always sniffing around her.

Dad: If I get my hands on him...

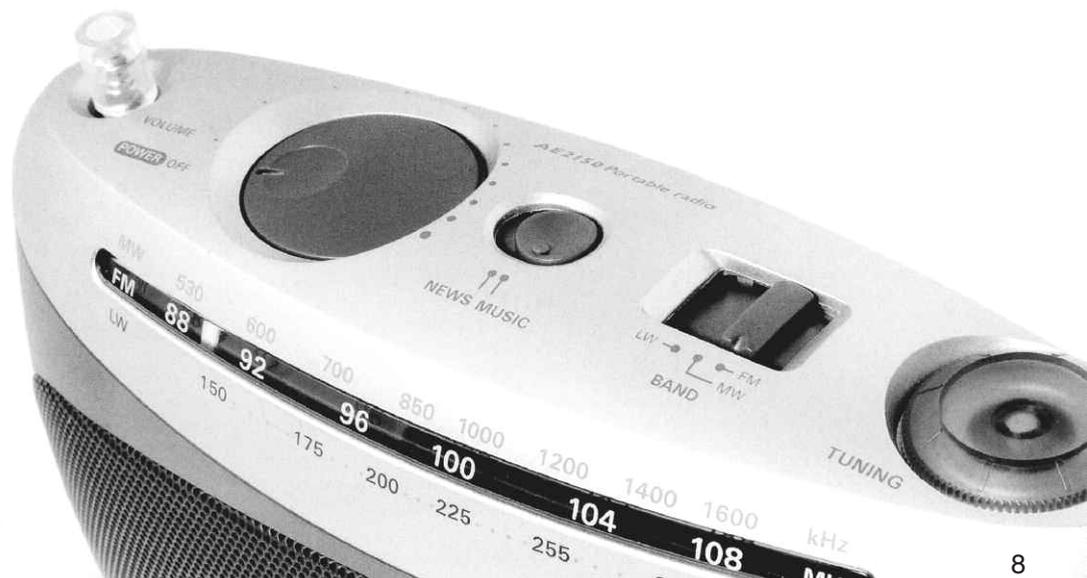
Mum: Look! What's done is done.

Dad: And who's going to be left to look after it? Us. That's who.

Mum: What do you mean "it"? She could be having five or even six. Next door's little Sheena's just had a litter. And there were 10 of them!

VO: Every year thousands of unplanned puppies are born, and every year thousands are abandoned and many are put down. The only way to stop this is to have your dog, either male or female, neutered. To help those on means tested benefit Dogs Trust have arranged a special price of just £25 at participating vets in your area. For more information call 020 7837 0006.

Dogs Trust. A Dog is for Life



# Radio Script

*Two women, Susan and Betty are having a chat over coffee. One woman is quite distraught, the other woman is trying to comfort her.*

Susan: Sobbing uncontrollably.

Betty: What's wrong Susan?

Susan: (Inconsolable) It's Bobby. I think he's gone for good this time, Betty.

Betty: Don't be silly! He'll be back, you'll see.

Susan: No not this time. I think he's run off with that dog down the road.

Betty: Don't be stupid, he couldn't survive without you and the kids. Where would he go?

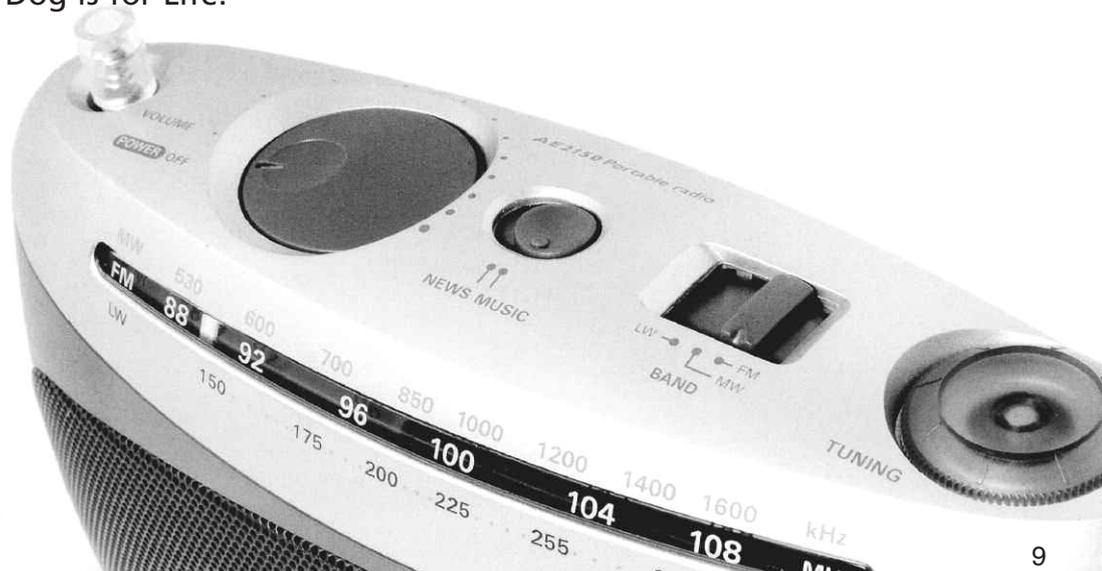
Susan: I've no idea! He's never been away for more than a night before. What am I going to tell the kids? They'll be devastated!

Betty: Come on, pull yourself together. You mark my words! He'll be back through that door with his tail between his legs and it will all be forgotten. He'll lick your face and roll over wanting his tummy tickling.

Susan: I don't think so Betty. I think I've lost him.

VO: Losing a dog can be very upsetting. That's why the UK's largest dog welfare charity, Dogs Trust, recommend that every dog is microchipped. A microchip contains all the information needed to return your dog to you if it's ever lost or picked up. Dogs Trust will be in your area soon offering reduced price microchipping and advice. For more information call 020 7837 0006.

Dogs Trust. A Dog is for Life.



# Background Information

## The Beginning

Dogs Trust, formerly known as the National Canine Defence League (NCDL)\* was founded in 1891 when a 'small party of gentlemen', were brought together by Lady Gertrude Stock, in a room off the Royal Agricultural Hall in Islington during the first ever Crufts dog show. They vowed to campaign for the protection of strays, the provision of proper veterinary care and to campaign against muzzling, prolonged chaining and experimentation on dogs - a widespread practice at the time.

Vowing never to turn down a reasonable request for help, Dogs Trust began operations funded entirely by donations from members and supporters. In 1902 membership totalled 1,000 for the first time, and continued to grow steadily to 6,500 members by 1910. Today, Dogs Trust has over 500,000 members and supporters.

## Practical aid for dog owners

Right from its formation, Dogs Trust believed that no one who clearly cared for and looked after their dog should be prevented from keeping it, just because they were poor. The Dog Licence Club, founded in 1910, reflected this and paid for over 20,000 licences until the licence was abolished in 1987. The heaviest demands were made on the fund during the depression. During 1927, 4,600 licences were paid for.

## Dogs Trust today

Today, Dogs Trust cares for over 16,000 dogs every year at its 18 Rehoming Centres throughout the UK. A non-destruction policy was adopted in 1964 and today, dogs that cannot be rehomed become permanent residents.

**Membership** includes £1 million third party insurance against damage caused by your dog, free legal advice and our tri-annual magazine - *Wag!*

The Sponsor a Dog scheme is a great way to help a dog that may be difficult to rehome. It will give a dog a safe and happy life at one of our Rehoming Centres. It's the next best thing to owning a dog yourself and a great gift for any animal lover. For as little as £1 a week, you ensure that your sponsor dog receives all the care they deserve, as well as helping the other thousands of dogs that Dogs Trust cares for each and every year. In return, sponsors receive a special sponsors pack including a certificate and ID card featuring a colour photo of their chosen dog, as well as three lovely updates from their sponsor dog each year.

*\*In October 2003, the National Canine Defence League was renamed Dogs Trust.*

## Campaigns

Dogs Trust campaigns at both local and national levels on a wide range of different issues that directly impact on the welfare of dogs - both in the UK and abroad.

**Give a dog a life** - this campaign aims to significantly reduce the number of stray and abandoned dogs throughout the UK through a combination of practical initiatives and access to information on responsible dog ownership. Practical elements of the campaign include subsidised neutering schemes for dog owners receiving means tested benefits in campaign regions, as well as low-cost microchipping. Reducing the number of strays leads to a drop in the number of dogs destroyed.

**Puppy Farming** - is the intensive and indiscriminate 'battery' breeding of dogs on a mass scale. Dogs Trust continues to put pressure on local authorities to investigate suspected breaches of the Breeding and Sale of Dogs (Welfare) Act 1999, and continues to fight for greater public awareness of this industry and its dangers, as well as lobbying for legislative change.

**Neutering** - Dogs Trust runs a number of subsidised neutering schemes throughout the UK for dog owners. We believe neutering is the most humane way of controlling the stray dog population.

**Greyhound Racing** - Dogs Trust continually campaigns for improved standards of welfare through both the National Greyhound Racing Club and British Greyhound Racing Board, and seeks to eliminate the abandonment of thousands of greyhounds in this country once the dogs reach retirement age.

**Hope Project** - Dogs Trust Hope Project exists to provide preventative health care for the hundreds of dogs owned by the homeless community, and assistance to dog owners in housing crisis. We also work with housing providers to develop positive pet policies.

**Educating the Dog Owners of Tomorrow** - Dogs Trust believes that by providing education resources to schools and offering the opportunity for children to visit Rehoming Centres, they can teach compassion and care towards animals and encourage responsible dog ownership in the future.

# Canine Code

## Introduction

Dogs Trust is working towards the day when all dogs can enjoy a happy life, free from the threat of unnecessary destruction.

We seek to achieve this aim through the work of our nationwide network of rehoming centres, welfare campaigns and education programmes. The charity is committed to the belief that no healthy dog should be destroyed and that all dogs should be suitably homed for life with caring and responsible owners.

Dogs Trust recognises that not everyone likes dogs and not all dogs are friendly. However, regardless of this all dogs should be treated kindly with care and respect. Dogs have feelings too and it is unkind to be cruel.

You should take care around dogs, even ones that you know and always ask the owner before you approach a dog. Please do not take any risks with dogs, especially ones that you do not know. But remember, if you do love and care for dogs they could become your best friend.

Our aim is to help people to become 'dog wise' so that children are not afraid of dogs and everyone knows how to determine what mood and behaviour a dog might be in. Dogs Trust has presented some simple, but effective steps that can help to ensure that everybody, young and old, are safe around dogs.

If you would like further information about Dogs Trust, please write to us at: Dogs Trust, 17 Wakley Street, London EC1V 7RQ, call us on 020 7837 0006, or visit [www.dogstrust.org.uk](http://www.dogstrust.org.uk)

## Canine Code

It is important to understand that dogs are not toys and they should have the love, care and respect, that they deserve. Dogs can be fun and your best friend, follow these simple tips to stay safe.

- Always ask the owner's permission before you stroke a dog
- Hold out your hand and let the dog come to you
- When you take a dog for a walk, always have an adult with you
- Do not make sudden noises or movements around a dog as this might frighten them
- Treat all dogs with care, caution and respect
- Do not tease a dog - they will not like it
- Never stare into a dogs eyes - the dog may think you are being aggressive
- If a dog looks unfriendly or is growling, walk away slowly and calmly
- Do not disturb a dog if they are eating, sleeping or drinking
- Dogs should not be left in a car, but if they are, do not approach them
- And please remember... A Dog is for Life



# Canine Code

## Why do dogs get angry?

Sadly, we often see in the news that children and adults are bitten by dogs. When dogs attack and bite someone, there is often a reason for their unusual behaviour. We believe that if everyone understands dog behaviour the numbers of people being bitten could be reduced.

For example if a person runs around a dog waving their arms or screaming, a dog could:

- Become frightened because it does not know whether the humans are playing or are in trouble
- Get excited and try and join in the game
- Become protective of its owner
- Become confused and possibly aggressive

There are always going to be dogs in our society and these guidelines aim to make children and dog owners aware of how to act around dogs and to become 'dog wise'.

Dogs Trust acknowledges that incidents may occur even if precautions are taken, and tragically, some may prove serious. But sensible precautions and awareness have a very positive effect.

## How can an owner be careful?

For owners, dogs can be wonderful companions and are often regarded as 'part of the family'. But dog owners need to remember that not everybody loves dogs as they do. Here are some simple points to remember when other people are around your dog.

## Dog Owner's Code

- Dogs should never be left unsupervised with children. Nor should they be left with total strangers
- Encourage everyone to treat dogs with care and respect
- Always be in control of your dog
- Do not take your dog into children's play areas
- Be wary of crowds of people as your dog can be intimidated by large groups
- Warn other people not to make sudden movements or noises which may frighten your dog
- Remember to tell people if your dog is unwell
- If hot, your dog may become irritable
- Do not let your dog be disturbed if they are eating, drinking or sleeping
- Play games with your dog but be gentle
- Do not let your dog chase other people or animals
- Please clear up after your dog - fouling is foul!



# Student Activities

## Looking at Press Advertisements

Advertising copywriters choose their words carefully so that the text effectively communicates their message, and works with the images used in the advertisement.

1. What sort of messages do charities wish to get across in their advertising?
2. How does this make charity advertising different to advertising for branded goods?

Study the three press advertisements.

3. How have the authors used language, and the organisation of the text, to suit their intentions for the advertisement?
4. How does the structure of the language enhance meaning? (For example, consider the length of sentences, repetitions, word play and choice of vocabulary)
5. How does the headline and main text prepare readers for the ending of the text? What is the significance of this?
6. Are the advertisements as effective if you read the headlines on their own? How does each image help the headline? What about just the main text on its own?

Using your answers, write a brief analysis of the three advertisements. Consider the points below as part of your analysis.

- What features do they share?
- What benefits does this repetition of features provide for Dogs Trust?
- Why has each dog been chosen?
- What is the significance of the 'strapline' under the logo?



# Student Activities

## Looking at Radio Advertisements

Advertising scriptwriters need to capture listeners' attention very quickly, and get their message across.

1. What sort of messages do charities wish to get across in their advertising?
2. How does this make charity advertising different to advertisements for branded goods?

Study the three radio advertisement scripts.

3. How have the scriptwriters used language in each advertisement?
4. How does each script build up the story?
5. How does the structure of the language enhance meaning? (For example, how have words been chosen?)
6. How does the script prepare readers for the ending? What is the significance of this?
7. Are the advertisements as effective if you read the final voiceovers on their own?  
How does the script help to get this message across to listeners?

Using your answers, write a brief analysis of the three scripts. Consider the points below as part of your analysis.

- What features do they share, such as structure or style?
- What benefits does this repetition of features provide for Dogs Trust?
- What is the significance of the 'strapline' at the end of each script?



# Student Activities

## Using Information

### Informing and explaining

The three press and radio advertisements reflect some of the main areas of work for Dogs Trust. How much does each advertisement tell you what these are? Use them to prepare your own brief explanation of the work of Dogs Trust. Pay attention to the structure of your explanation when writing about the three areas of work.

### Persuading and advising

Using what you have learned about Dogs Trust, choose one of the activities which Dogs Trust undertakes. Imagine that you need to advise a friend about their dog, and persuade them of the benefits of taking Dogs Trust advice.

Write an informal letter with your advice, or act out a brief role-play to give your advice orally. What devices can you use to add emphasis to your advice?

### Viewpoints and discussion

Think carefully about your own views on one of the following statements:

- Dog owners should never let their dogs roam unsupervised
- All dogs should be neutered to stop unwanted puppies
- Dog owners should be made to microchip their dogs by law

Do you agree or disagree? What evidence can you find to support your argument?

Write a brief passage to explain your point of view. This could be in the form of short essay or, for example, a newspaper article. Think about who you are writing for - what arguments will persuade your audience?

Alternatively, prepare a short speech on your argument, and present it to your group or class.

