

Topic: The media and public opinion

Lesson: The media	KS or Year Group: KS3
Resources: <ol style="list-style-type: none">1. Resource 1 - Photos and table2. Resource 2a – News clips (student)3. Resource 2b – News clips (teacher)4. SKY videos x 25. Resource 3 - Keywords for circletime	Outcomes: <ul style="list-style-type: none">• Students will recognise the six main types of media.• Students will be able to understand why the media has an impact on citizens.• Students will be able to explain why different types of media influence citizens on a worldwide scale.

National Curriculum

Key Concepts: 1.2a & 1.3c

Key Processes: 2.1a & 2.2a

Range and Content: 3a, 3d, 3e, 3i

Curriculum Opportunities: 4a, 4b, 4c, 4i & 4j

Lesson

This lesson gives students a broad overview of the media, from the standpoint that having access to the media is a basic human right. During this lesson, students will find out what the main types of media are. They will watch two very different news clips and discuss why all of them might be of interest to people within and outside of the UK. They will then have some circletime discussion about ways in which the six different types of media can affect the world's citizens.

Starter

- Share objectives and outcomes with students.
- After arranging children into groups of four, give each student a copy of **Resource 1 - 6 photos and table**. They are told that the six different types of media are shown in photos at the top of the sheet.
- Students fill in as much of the table as they can (taking care to hide their work from their group!). To do this they must think of things linked to each type of media, but

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only beginning with the letters M, E, D, I and A. For instance, they might put 'Eastenders' in the TV and film/letter E box, or 'Mika' in the Pop music/letter M or 'download' in the internet/letter D box.

- Once five minutes has elapsed, children within each group score themselves against each other. Students get five points per box for any appropriate answer which someone else also thought of, and receive ten points per box for any appropriate answer that no-one else thought of. In other words, if two or more students puts 'Eastenders' then those students get five points each. However, if only one student has 'Emmerdale' then (s)he will get ten points. The students with the highest scores are praised.

Main activity

Activity 1

- It is explained to the students that access to the media is a human right (because the media is such a useful tool as far as transmitting information is concerned). Students are asked to consider the extent to which they feel their learning would suffer (both in and out of school) if they did not have access to the internet, TV programmes, newspapers, etc.
- Students are told that they are going to watch two **SKY videos**, comprising of two different types of news clip and consider why they might interest people all over the world. The news clips are called 'The Forgotten Kids In The Ukraine' and 'Arctic Vault Opens For Business'.
- Each student is given a copy of **Resource 2a – News clips (student)** and are asked to fill it in as they watch the clips. They will need a few minutes between each clip to share ideas with other students and complete their written work.
- Using **Resource 2b – News clips (teacher)**, the teacher shares the suggested answers with the class. It should be ensured that the children realise just how much of an influence the media have in terms of the speed at which information is shared in the 21st century. It should be mentioned that internet access to news clips is a very new phenomenon, as is the fact that people can now watch/listen to programmes at any time of day.

Plenary

- Students form a circle for circletime (rules such as 'one person speaks at a time' and 'face the person who is talking' are reinforced).
- Each student is given a copy of **Resource 3 – Keywords for circletime** and given a few minutes to read the keywords.
- The teacher asks each student in the room to give one way in which the media influence people on a worldwide scale. Examples of answers might include:
"Scientists can find out about each other's research at the click of a button, at any time of day";

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“Journalists give us ideas about the kinds of charities we might like to support”;

“Newspaper reports about Muslims can be misleading and so can give people the idea that all Muslims are terrorists”;

“People in other countries who want to learn English can listen to the radio in English on the internet”;

“Pop stars can inform children about the dangers of taking drugs through their song lyrics and TV interviews”;

“Citizens can compare adverts from different countries in order to work out where certain products are the cheapest”.

- Students who cannot think of an answer should name someone whose answer they particularly liked. They should explain why it made them think.

Aim high

Some students could be asked to produce a media diary as a homework task. Over a week, this would document how many hours people their households spend interacting with the media.

Assessment

Students wishing to access level 5 or 6 learning in today’s lesson could be asked to consider the following questions:

LEVEL FIVE:

Which video clip had the biggest impact upon you and why?

What was unfair about the way in which the orphanage was run?

Who might have been particularly interested in clip 1? Clip 2? Why?

LEVEL SIX:

Can you think of three different ways in which three different people might react to the story about the seed vault?

Does everyone in the world have the same access to the media that British children do? Explain.

In terms of TV programmes, name two which you believe to be informative and explain why. Name two which you feel to be un-newsworthy and explain why.

Summary of key learning

- Students can remember the six different types of media.
- Students can explain how the media have an impact on citizens worldwide.

Resource 1 – Photos and table

What is the MEDIA?



TV and film



internet



radio



newspapers/magazines



pop music



advertising

	M	E	D	I	A
TV and film					
Radio					
Papers and magazines					
Advertising					
Pop music					
Internet					

Resource 2a – News clips (student)

Watch the two news clips carefully.

They are very different but both could have an impact on viewers all over the world.

Answer the questions below as you watch the news clips.

The orphanage

1. How old is the first little boy?
2. Where is the orphanage?
3. Why did his mum abandon him?
4. Why is Marina locked away?
5. Why might the clip have an impact on people worldwide?

A cold gathering

1. Why was the vault built?
2. How many seeds will be donated?
3. What is the temperature?
4. How long is the tunnel?
5. Which country owns the vault?
6. Why might the clip have an impact on people worldwide?

Resource 2b – News clips (teacher)

Watch the two news clips carefully.

They are very different but both could have an impact on viewers all over the world.

Answer the questions below as you watch the news clips.

The orphanage

1. How old is the first little boy? **Three years old.**
2. Where is the orphanage? **In the Ukraine.**
3. Why did his mum abandon him? **Because she was HIV positive.**
4. Why is Marina locked away? **Because she is HIV positive.**
5. Why might the clip have an impact on people worldwide? **Many of the world's citizens care about the welfare of young children and are keen to support charities and orphanages involved with HIV+ children.**

A cold gathering

1. Why was the vault built? **To protect the future of the world's food supply.**
2. How many seeds will be donated? **Two billion.**
3. What is the temperature? **-15.**
4. How long is the tunnel? **130 metres.**
5. Which country owns the vault? **Norway.**
6. Why might the clip have an impact on people worldwide? **Many of the world's citizens care about the way that global warming is affecting the world's future and are interested in any steps taken to preserve the future of our earth.**

Resource 3 – Keywords for circletime

biased: shows an unreasonable dislike for something/someone

blog: an online diary (short for 'web log')

citizens: the people who live in a country

communication: sharing information with other people

current affairs: news about events which are happening now

impact: powerful effect

informative: gives lots of useful information

influential: makes people think in a certain way

media: the group name for tv, radio, newspapers etc

misleading: causes people to believe something that is untrue

newsworthy: interesting enough to be used in a news report

journalist: someone who writes news stories

subliminal message: a message not consciously recognised

worldwide: all over the world