

RESOURCES

Resources include:

- 'The scary video', a story in the Citizenship Foundation's *Introducing Citizenship* materials which illustrates choices that young children can make about what they watch
- a selection of newspapers (tabloid and broadsheet) and a video of a children's news programme, all from the same date
- video clips from a TV soap opera

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 1 and 2 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Children's Express (an online newspaper for young people, with articles and reports written by 8- to 18-year-olds)
- newsround (the BBC news service for children)
- British Film Institute (includes an education section with news, events and information about teaching resources)
- MediaEd (a media education website with information, online resources and a diary of events. Resources for key stages 1 and 2 include 'Comparing newspapers', a worksheet for comparing newspaper design and layout, and 'Practical video', a checklist for planning and shooting a video)
- Advertising Standards Authority (information on advertising standards, including codes of practice)

EXPECTATIONS

At the end of this unit

<i>most children:</i>	know that there are different media, including newspapers, TV, radio, the internet and film. They begin to recognise that the media have a responsibility when providing information of public interest. They know about topical issues they have investigated and recognise that stories can be presented differently in different media. They write an article or news story about an issue with a target audience in mind.
<i>some children have not made so much progress and:</i>	know that there are different media, and can name some of them. They begin to recognise that the media have a responsible role to play in communicating news and information to the public. They describe issues of interest to them in newspapers.
<i>some children have progressed further and:</i>	appreciate that different media present news and information in different ways. They know that local and national media offer different perspectives on news and events. They understand that the media have a responsibility when providing information of public interest. They devise and answer simple enquiry questions as they research news items or issues. They contribute ideas and suggestions to a class/school news project. They work with others to discuss and debate topical issues, and appreciate that different people may hold different points of view.

Unit 11 In the media – what's the news?

ABOUT THE UNIT

In this unit, children learn about the important role of the media (local and national newspapers, magazines, television, film, radio and the internet) in communicating topical local and national news and information to the public. The role of the media will be relevant whenever children explore a problem, issue or event in citizenship. The broad range of teaching and learning activities in this unit can be adapted for different year groups.

Through a range of activities, children have opportunities to develop skills of enquiry and communication as they discuss and analyse a variety of media. They discuss issues of topical and personal interest in the local or national news, and compare the different ways that a news story is presented in different publications. By considering how social issues are treated in popular soap operas, children explore a range of different values and attitudes. They draw on their learning about the media and use their decision-making skills when they take part in making a news sheet, newspaper or news programme or website that is made available to the school and wider community. The activities in this unit link with work in English, history and geography. Some links are indicated in the 'Points to note' section.

WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stage 2:

Key stage 2

1a

Preparing to play an active role as citizens

Pupils should be taught:

2a to research, discuss and debate topical issues, problems and events

2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences

2k to explore how the media present information

4b

5a, 5g, 5h

Other aspects of the programme of study will be addressed, depending on what news stories are studied.

VOCABULARY

Through the activities in this unit children will be able to understand, use and spell correctly words relating to:

- news, eg news story, article, feature, report, bias, balance, influence, information
- media, eg television, radio, cinema, newspaper, magazine, popular music, internet

Key stage 2

Citizenship

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

WHAT'S IN THE NEWS?

- to research, discuss and debate topical issues, problems and events
 - about local and national topical news stories
 - to understand and distinguish between fact and opinion
 - to use enquiry questions when investigating topical issues
 - to evaluate how the media present information
 - that different sources of news select their information to suit their target audience
- Carry out a 'treasure hunt' activity, giving the children different items, articles or sections of a newspaper to find. Younger children could look for photographs and headings, while older children could be asked to read articles to look for specific facts.
 - Working in groups, the children select an issue or story of interest to them and extract relevant articles from a range of newspapers published on a particular day. Ensure there is a mixture of newspapers – tabloid and broadsheet, national and local. The children look for agreement and disagreement between the papers as to the facts of the story. Encourage them to devise and answer questions, eg *when? who? what? where? why? how?* They look for similarities and differences in the way the story is presented by the papers, and distinguish between fact and opinion in the reports. The groups share and discuss their findings with the whole class.
 - As a class, compare and discuss the headline stories in the different newspapers the children reviewed. What are the main news stories of the day? Is there agreement on the main stories? Why? Why not? What is 'news'? Is there any evidence of bias in the reporting? What do we mean by bias? Is bias wrong in a news item? Why?
 - Show the class a children's TV news programme from the same day as the newspaper articles. Are the main stories the same as those in the newspapers they reviewed? If not, why not?
 - Ask the children to write a short article on a local issue or on an issue that interests them that would be suitable for the front page of the local newspaper. Encourage them to think about the heading, the main issues or events, the people involved and how the community has been affected.
 - Extension activity: The children could compare and discuss news on the same topic from a variety of news sources, eg *local or national newspapers, radio, television, the internet*. The discussion could focus on an issue such as the right to privacy.

- show awareness of issues of current interest
- take part in discussions about issues in the news that are of interest to them
- express personal and group views on topical local or national issues
- develop enquiry questions as they investigate issues
- begin to recognise that newspapers and other news sources target their stories at particular audiences
- write a short newspaper article about a topical issue
- compare and evaluate the ways that different sections of the media present information

- The media (television, radio, cinema, newspapers and magazines, popular music, the internet) have an important role in the way information is presented and communicated. The media will be relevant whenever the children explore something that is topical, in citizenship as well as in other subjects of the curriculum.
- Collect the various news sources in advance. Alternatively, the children could prepare a class news board or news diary where they could post articles of interest from the selected date.
- Link with history: 3, 4a, 4b in the key stage 2 programme of study, using sources to explore fact, opinion, bias and interpretation.
- Link with English: En2 R, 3f in the key stage 2 programme of study.
- Sometimes the news can be somewhat disturbing to young children. Nevertheless they will be aware of major news stories and will want to discuss them. It is better for such stories to be discussed in the relative safety of the classroom, overseen by caring adults. Remind the children of the agreed ground rules for discussion. Guidelines on the teaching of controversial and sensitive issues are included in the *Teacher's guide*.
- News items aimed at children may be found at the Children's Express and BBC 'newsround' websites.
- Link with geography: 1a, 1d, 1e, 2d, 6d, 6e in the key stage 2 programme of study; unit 16 'What's in the news?' in the scheme of work.
- Link with English: En1 W1, 1d in the key stage 2 programme of study.

MAKING THE NEWS – INFORMING OUR COMMUNITY

- about different ways that information and news can be communicated
 - to recognise that the creation and presentation of information and news involves responsibility
 - to research, discuss and debate topical issues, problems and events
 - to explore how the media presents information
 - to work together in groups
 - to talk with a range of adults
- The children work together to prepare articles and present school news on a school website or in a school newspaper. Ask the children to think about different ways of organising the news and information, eg *by date, event, topic, class*. Contributions could be sought across the school community, with pages allocated to different groups. The children need to agree how editing decisions will be made and what information to publish, perhaps by electing an editorial board.
 - Invite a journalist from a local newspaper or radio station to come and talk with the children about what they do, so that the children gain an understanding of the processes involved in providing a news service. Alternatively, the class could visit a local newspaper (or radio or TV station).
- Either*
- The children use video and audio equipment to create their own news programme. They should discuss editing strategies and decisions with their peers and, perhaps, supporting adults. The final production could be shown to the school and copies could be made for parents.
- Or*
- The children collect ideas, news and views concerning the class members over a term, and then produce a class news sheet for other classes and for other members of the school community, eg *parents, governors*.

- begin to appreciate that publishing information involves responsibilities
- recognise that representatives can be chosen to make decisions on behalf of a larger group
- communicate and express personal and group views on issues
- begin to appreciate the important role of the media in presenting information to the community and society

- Parents who work on web page design and development may be able to help the children to develop their web page. As the children develop the necessary ICT skills, the role of adults will diminish.
- The *Teacher's guide* has information on the use of visitors in schools. It is helpful if the children prepare for the visit, eg *writing down the questions they want to ask*.
- The Becta website has downloadable information sheets on using ICT in schools, including 'Acceptable use of the internet'.
- This section could be linked with unit 8 'Producing the news' in the key stage 4 scheme of work. This unit may be a useful source if the children develop a radio news programme.
- Information on local radio stations can be found at the BBC's website.
- The local newspaper or radio or TV station may be prepared to publish or broadcast an article on the children's work.
- Link with English: En3 W1, 1e in the key stage 2 programme of study.
- Link with geography: themes 6d and 6e in the key stage 2 programme of study provide opportunities for research, discussion and communication about issues relating to settlement and environment.
- The activities in this section contribute to career-related learning.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

HOW DO THE MEDIA PRESENT SOCIAL ISSUES?

- to discuss, write about and explain their views on issues that affect themselves and society
- that the actions people choose affect themselves and others
- to try to see things from others' points of view
- to use their imagination to understand other people's experiences
- to create and sustain roles in a dramatic activity

- Explore a relationship issue, *eg friendship, bullying, risk-taking*. Ask the children which soap operas they watch, and ask them to identify themselves with a character, *eg If you could be someone in a soap, who would you be? Why?* The children explore differing values and attitudes by thinking about the actions of some of the characters they have chosen or by watching a recent video clip from the programme. Why does character X behave in that way (what is their motive)? What are the consequences? Could the character have chosen a better course of action? What might the consequences have been? Why is this a better outcome? Where appropriate, discuss why honesty, loyalty and respect are important in relationships.
- Ask the children to consider the different viewpoints that people (and cultures) might have on a particular issue raised in the soap opera, and make a list of those they identify. Drama techniques such as 'hot seating' and 'conscience alley' may be useful here.
- Ask the children to write a letter, using persuasive language, to encourage a soap character to take a particular course of action. The children could use a range of resources for ideas on what advice to include in the letter.
- Extension activity: The children could research how other media (*eg magazines, newspapers, factsheets, school resources*) address relationship issues. They consider which of these media give them accurate information, realistic scenarios, help and advice. They could go on to produce a magazine article/storyboard/video/audio recording/puppet show/short play on a specific issue that concerns them.

- use different ways to communicate personal and group views on social issues
- recognise their own and other people's feelings, and use their imagination to understand other people's actions and experiences
- know what we do that makes others happy, sad or cross, and what helps and what hinders friendships
- know that people live their lives in different ways, and that different cultures may have different ways of dealing with issues
- recognise that honesty, loyalty, understanding and respect are important in relationships

- It is thought that popular TV soaps can contribute to the development of children's knowledge and understanding about society. Open discussion using characters from a soap allows them to monitor their understanding and can help them to distinguish fiction from reality.
- Liaison with parents is essential, as some parents may not let their children watch certain programmes. Notify parents if extracts are to be shown. If no extract is shown, give a brief summary of the programme at the beginning of the lesson to avoid excluding children who have not seen it. The summary should include details of the plot, characters and action.
- Be sensitive to children who may be experiencing traumas similar to those of a popular soap character.
- 'Hot seating' is where a child sits on a chair and pretends to be a character from a soap opera, story, etc. The other children in the class ask questions, and the child in the hot seat answers from the point of view of 'their' character. 'Conscience alley' is used to explore issues from different standpoints. The class is split into two groups. One group prepares arguments for one side of the issue and the other group prepares arguments for the other side. A child is then asked to sit or walk between the two groups, listen to the arguments and decide which group to side with.
- Link with English: En S&L, 4c in the key stage 2 programme of study.
- For younger children, stories can be a useful way to deal with issues. The Citizenship Foundation's *Introducing Citizenship* materials include 'The scary video', which illustrates choices that young children can make about what they watch.
- This section could be linked to aspects of geography and history that explore the diversity of ideas, beliefs and attitudes of people in the past and present, from different cultures and communities.
- Link with geography: 3f, 3g in the key stage 2 programme of study.