**Awareness Mystery Value (AMV)**

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| **Key Stage 3 Unit 5: How are religion and belief portrayed in the media? [C&E]**  **This unit explores how big questions of faith and truth are portrayed in a variety of media** |
| **About this example**  This example is based around the portrayal of religion and belief in a variety of forms of public media. It is intended for a **Year 8** class. It was written by Dave Francis and based on his contributions to ‘REonline’.  Additional ideas were provided by Ali Jacobson of The King Alfred School, Highbridge.  The focus here is on the portrayal of some of life’s most serious questions in comedy and documentary films and TV programmes, in local and national newspapers and on a variety of faith-based websites.  The programme of learning aims to engage students through activities that may, e.g:   * grab attention, produce amazement, engage imagination or create a sense of wonder; * involve a real-life choice or inspire action; * affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out; * offer an authentic experience or encounter, which challenges their own views and extends their understanding of others; * introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar. |
| **Where the example fits into the AMV programme of study**  This example connects with Areas of Enquiry C (Forms of Expressing Meaning) and E (Meaning, Purpose and Truth).   * It terms of ‘experiences and opportunities’, the example connects with ‘discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues’, ‘using a range of forms of expression (e.g. art, dance, drama and creative writing) to communicate their ideas and responses creatively and thoughtfully’ and ‘exploring the connections between religious education and other subject areas, such as ICT and English. |
| **Prior Learning**  Students will have ICT competency.  In *RE*, students may have done units 4, 6 & 7, which include learning on Christianity, Islam, Judaism and Buddhism. |

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| **Featured Religions / Beliefs** | **Focus ‘Key Concepts’** | | | |
| Christianity | **AT 1: Learning ABOUT religion** | | **AT 2: Learning FROM religion** | |
| Islam | A. Beliefs, teachings and sources |  | D. Identity, diversity and belonging |  |
| Humanism | B. Practices and ways of life |  | E. Meaning, purpose and truth | 🗸 |
|  | C. Forms of expressing meaning | 🗸 | F. Values and commitments |  |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Questions** | | | | |
| 1. Is reporting in the local and national press, radio and television on religion and belief fair and accurate? 2. How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. internet, television, radio, press and arts) 3. What criteria can we use to analyse the portrayal of religion and belief in the media? 4. How would I portray religion and beliefs through a variety of media? | | | | |
| **Resources**  Background information for teachers:  [Muslims in the Media: Are we bridging or building divides? - The Faith & Belief Forum (faithbeliefforum.org)](https://faithbeliefforum.org/muslims-in-the-media-are-we-bridging-or-building-divides/)  [Islam and the Media | Teaching Resources (tes.com)](https://www.tes.com/teaching-resource/islam-and-the-media-11824082)  [Centre for Media Monitoring Report on Islam and Muslims](https://cfmm.org.uk/wp-content/uploads/2019/07/CfMM-Quarterly-Report-Oct-Dec-2018.pdf)  [Voices from Muslims traditions](https://www.reonline.org.uk/resources/voices-from-muslim-worldview-traditions/)   * [Tagxedo](http://www.tagxedo.com/) and [Vevox](https://www.vevox.com/): search and word manipulation web-based programmes; * [Rationale](https://www.rationaleonline.com/): argument mapper which visualises a debate with reasons, supporting arguments and evidence; * [Prezi](http://prezi.com/) presentation tools; * [Mindmeister](http://www.mindmeister.com/) and [Bubbl.us](https://bubbl.us/) ‘mind-mapping’ software; * Video recorder, e.g., Mobile phone, plus Windows Movie Maker or iMovie software. * [VoiceThread online](http://voicethread.com/) for capturing group discussions; * [Voki](http://www.voki.com/) – character creation animations for presentations; * [Swiggle](http://www.swiggle.org.uk/) software: a safe search tool for schools. | | | | |

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| **Expectations. By the end of this sequence of learning:** | | |
| **[Developing] Students:** | **[Secure] Students:** | **[Exceeding] Students :** |
| * ask important questions about the place of modern media in relation to religion and belief; * describe and compare different ideas Christians and those of other religions and non-religious world views may have about their beliefs and teachings and how they are shown in the media; * describe and compare different ideas from other religions and world views about how ceremonies and festivals can be used to express beliefs; * provide good reasons for the views they have and the connections they make. | * give different views on the place of modern media in relation to religion and belief; * use reasoning and examples to express insights into the relationship between beliefs, teachings, ethical issues and the way they are portrayed in the media; * explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways; * use reasoning and examples to express their own views on how Christianity and other traditions being studied have affected the world. | * evaluate questions about the place of modern media and its relation to religion and belief; * use reasoning and examples to show an ability to evaluate different insights into the relationship between beliefs, teachings and ethical issues and the way they are portrayed in the media; * analyse the effectiveness of ceremonies, festivals and other creative methods for encouraging spirituality and being a useful way of expressing beliefs and values; * use reasoning and several examples from differing viewpoints express their own views on how Christianity and other traditions have affected the world. |

We wanted to build Y8’s depth of thinking about Islam in an engaging way that would challenge some of misunderstandings and prejudices held by some. To do this we wanted to use some of their interest in ICT and the Media to develop a programme that would encourage students to interpret stories, ask their own questions and suggest answers that might be given by people featured in the lessons.

We knew that students had responded well to short videos, cartoon stories and other internet-based resources, so examples of these could prove useful in the learning sequence. We also wanted to encourage parents to get involved in their children’s learning and aimed to use software that would enable them to add to discussion points as students’ work was uploaded.

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| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Question (a) Is reporting in the local and national press, radio and television on religion and belief fair and accurate?** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 1**  Students will:   * investigate the complexity of the key concepts of ‘religion’ and ‘religious’ in the context of its appearance in TV programmes; * debate where humour might lead to unfair discrimination against others; * contribute to an online discussion. | 1. Explain that this unit will enable students to use their ICT skills to investigate how religion and belief are portrayed in the media. They will be investigating Islam plus a choice of either Christianity or Humanism.  Their task, over the next few sessions, will be to use a variety of ICT tools to produce their own portrayal of religion and belief based on their investigations and on an evaluation of one of life’s big questions or mysteries.  Ask students what they think of when you say ‘religion on TV’. Make a list of their answers, e.g., some episodes of *The Simpsons* or *South Park*, news items involving religious groups, *Songs of Praise*, comedy programmes like *Rev (available on DVD)*, *The Vicar of Dibley* or *Father Ted*, documentary programmes, issues on Channel 4’s *4ThoughTV*. *Songs of Praise*  Help students categorise these sorts of programme: animated comedy, situation comedy, news, documentary, issues-based, religious, etc. Ask students what they think makes the programme more or less ‘religious’.  Show a clip, e.g., from *Rev* and provide some background to the main characters.  Ask students to make notes on the parts that are meant to be funny. Stop the clip from time to time to allow some brief discussion of the dialogue and action.  At the end, invite opinions on the following kinds of issues:   1. Which bits are supposed to be funny and why? 2. What are the jokes actually about? 3. What are the serious points and what big questions are being raised about human nature / life? 4. Is it OK to have comedy programmes about people’s religious beliefs? Why / why not? 5. Is humour more acceptable if it is about a majority rather than a minority tradition? Why / why not? 6. Does comedy become offensive if the target of the humour is someone who cannot defend themselves? 7. When does humour turn into prejudice?   Get an online discussion going, via, e.g. [VoiceThread](http://voicethread.com/) or Facebook, and encourage students to contribute their own views about the film clip, remembering to include one or two big questions about life being raised in the film. | | Students:   * describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean; * ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups. | **Key vocabulary:** religion, belief, religious, humour, prejudice, discrimination, media, truth  ----  Videos such as:   * ‘*Rev’* DVD (BBC) * [a Wikipedia article](http://en.wikipedia.org/wiki/Rev._(TV_series)) on *Rev.*   Care needs to be taken with selection of films in line with parental / community / school expectations.  In collaboration with ICT teachers if possible, set up an online discussion group via, e.g., [VoiceThread](http://voicethread.com/). |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
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| **Lesson 2**  Students will:   * investigate a news story involving Islam or Muslims; * explore how Islam and Muslims are presented in a variety of media; * consider some of the big questions about truth in relation to the portrayal of Islam and Muslims; * begin to form their own considered opinions about reporting on religion and belief in the media. | 2. Explain that sometimes religion and belief are a source for comedy and that part of this is because it is an area of life that people take very seriously, like politics and family life. But are matters of religion and belief fairly reported on in various forms of media?  Explain that it is often said that Islam gets a ‘bad press’ and that because the media are more likely to report on the extremist forms of Islam, or on the bad/illegal behaviour of some Muslims, people are led to think badly of all Muslims. What is the truth about reporting on religion and belief?  Ask students to work in twos or threes and to use the internet to investigate items about Islam and Muslims appearing on the websites of the national ‘red-top’ newspapers. Ask students to read a few articles carefully and then choose one story that looks interesting.  Encourage the teams to answer the following questions amongst themselves, giving reasons for their views:   1. Do you think the article is fair about Islam? 2. Do you think the article is fair about Muslims (and note that these two questions are different!)? 3. Do you think the article is accurate and truthful, or do you suspect some exaggeration or invention? 4. Do you think the reporter has a good insight into Islam? 5. Do you think the reporter has given the whole story or only part? 6. What additional information might the reporter have put into the story? 7. How could you find out whether the story is completely true and fair to all sides? 8. Do you think the same story would be reported differently in other newspapers? 9. What is the overall impression of Islam and Muslims that the reader might be left with?   Hold a brief whole class discussion of some of the points being raised, with students outlining the story they found to the rest of the class and giving their views in particular on its fairness and accuracy and what impression the story left about Islam and Muslims. | | Students:   * use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith; * ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others’ lives. | **Key vocabulary:** Islam, Muslims, prejudice, fairness, discrimination, bias, media, truth  ----  Ensure availability of internet news sites, or provide a few articles for students from the ‘red-top’ newspapers. Other articles on Islam can be found from the [Council for the Advancement of Arab-British Understanding](http://www.caabu.org/news) news digest service.  [Tagxedo](http://www.tagxedo.com/) and [Vevox](https://www.vevox.com/) |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
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| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 3**  Students will:   * investigate and compare reporting on Islam in a variety of news media; * work in small teams to produce interpretations of the religion / belief content of Tagxedo or Wordle versions of selected articles. | 3. Show students a few examples of Tagxedo and Vevox results and ask them to use those programmes to create word shapes by copying in the article text.  Ask students to examine and compare their Tagxedo and Vevox pictures and to comment on what they notice when the words are arranged in different ways. Ask, do these ways of presenting the words being used reveal something about the impression that may be left on the reader?  Remind students that, of course, there are different newspapers serving different readers. Local newspapers and the ‘broadsheets’ tend towards the informative and away from the ‘entertainment / scandal’ style of reporting. Alert students to the meanings of *fact*, *opinion* and *evidence*.  Ask students to work in their twos or threes again and to use the internet to investigate items about Islam and Muslims appearing on the websites of the *local* and *broadsheet* newspapers. What sort of articles appear? Are they similar or different from those that came up in the ‘red-top’ papers? Ask students to read a few articles carefully and then choose one story that contrasts with the one they used in the last session. Simpler articles could be selected in advance for students needing such support.  Encourage them to produce and save new *Tagxedos* and *Vevox Word clouds* for the new item chosen and then to make some notes about significant similarities and differences.  Hold a brief discussion to bring out some of the groups’ findings. Ask them to upload these to the VoiceThread / Facebook. | | Students:   * describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. | **Key vocabulary:** fact, opinion, evidence, bias, truth.  ----  Prepare a few examples of Word clouds and Tagxedos in advance, using articles featuring a variety of news and sports stories from online newspapers.  If internet access is not available for this lesson select articles in advance. |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Questions (a) Is reporting in the local and national press, radio and television on religion and belief fair and accurate?**  **(c) What criteria can we use to analyse the portrayal of religion and belief in the media?** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 4**  Students will:   * investigate questions of meaning and purpose in the reporting of matters of religion and belief; * ask their own questions about the media; * offer their own answers to questions about meaning purpose and truth in the media. | 4. Remind students of the discussion in the previous lesson and ask them to suggest criteria for evaluating the portrayal of religion and belief in the media, e.g., fairness, accuracy, balance, use of emotive terms, linking religion / belief with other stories or ideas, bias, prejudice, fact, opinion, reliability of sources, etc.  Appoint a member of the class to use a digital camera or mobile phone to record short interviews with members of the class explaining their views as described in the next activity. This can be kept for later use in student presentations.  Ask students to stand on a continuum across the classroom according to whether think that ‘when it comes to Islam, British newspapers are generally fair and accurate in their reporting’.  Students then put forward their points of view, making reference to the evidence they have gathered and the criteria that could be used for judging the evidence.  Ask students to move along the continuum according to what they think about reporting on Islam on *television*. Conduct a few more brief interviews with those who move their position. What about *radio*? Elicit some more opinions and encourage students to ask their own questions about the reporting of matters of religion and belief in the media and to respond on the continuum with points that take into account the effects on people’s lives.  Ask for a couple of volunteers to edit the footage of class interviews in time to show some extracts for the next session. The resulting footage can be uploaded to the class *VoiceThread*.  Encourage the rest of the class to look out for items on religion in newspapers, radio and television between now and the next session. | | Students:   * ask questions about meaning and purpose in the media reporting of religion and suggest answers which relate to the search for truth and their own and others’ lives. | **Key vocabulary:** fact, opinion, bias, truth, prejudice, balance, evidence, sources.  ----  PLTS used in this session:   * Creative thinkers * Effective participants |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Questions (b) How do religious groups use the media today? What are the potential benefits and problems of this?**  **(c) What criteria can we use to analyze the portrayal of religion and belief in the media?** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 5**  Students will:   * reflect on their contributions to the investigation so far; * consider different points of view about Islam in Britain today; * think up their own questions about Islam; * consider possible answers to one or two key questions from different religious and non-religious points of view. | 5. Have students got some examples of items on religion they have noticed in the media? Ask whether they think reporting on religion and belief in general is better or worse than on Islam.  Play back the edited version of the interviews from the last session – ask students to reflect on their own contributions to the investigation so far and whether want to change their minds about anything, or add any new insights to the debate? Remind them of the key question for this unit of study: *How are religion and belief portrayed in the media?* and of the evidence they are collecting so far for their overall task of producing their own (multimedia) reports on this question.  Ask, what further evidence can we gather about how religion and belief are treated in the media. Is religion under attack from ‘aggressive secularism’?  Provide students with some pages from the [Centre for Media Monitoring Report on Islam and Muslims](https://cfmm.org.uk/wp-content/uploads/2019/07/CfMM-Quarterly-Report-Oct-Dec-2018.pdf), which lists examples of corrections to media reports that contained factual inaccuracies about Muslims or Islam.  Point out, for example, the difference between ‘Islamic’ and ‘Islamist’ in the BBC News report and encourage students to say which examples seem particularly worrying. Are there some which don’t seem so bad? Why do they think the Centre for Media Studies (CFMM) made their objections?  Ask students in small groups to draw up three questions they would like to ask the CFMM Report contributors about Islam in Britain today. Then to choose ONE big question to share with the class. When a series of questions has been gathered invite the class to choose one or two of what they consider to be the ‘best’ questions.  Tell students it is possible that their questions, or similar, have already been asked. Show students the RE:ONLINE website [‘Voices from Muslim Worldview Traditions’](https://www.reonline.org.uk/resources/voices-from-muslim-worldview-traditions/) page, and look down the list of questions that have been asked already. Encourage students to prepare for the next session by investigating these questions for themselves. Further information is also found under RE:ONLINE’s [‘Muslim Worldview Traditions’](https://www.reonline.org.uk/knowledge/muslim-worldview-traditions/?page_id=371) pages. If there were no questions like the ones they came up with they might like to send one or two to the local SACRE to see if a Muslim representative might reply. | | Students:   * ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups; * ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others’ lives. | **Key vocabulary:** secularism, burka, Shari’ah, Muslim, Christian, Humanist.  ----  [RE:ONLINE](https://www.reonline.org.uk/)  PLTS used in this session:   * Independent enquirers * Creative thinkers * Reflective learners * Effective participants |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Question (a) Is reporting in the local and national press, radio and television on religion and belief fair and accurate?** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 6**  Students will:   * work in small groups to research aspects of religion and belief; * produce a range of answers to the key question(s) they have set themselves. | 6. Remind students of their questions from the previous lesson and explore the different possible answers. Commend them where specific evidence is being used, such as references to beliefs and teachings and use of technical vocabulary.  Now encourage them to return to their small group discussions to work out what the answers to the questions might be from three different perspectives (a) Muslim, (b) Christian and (c) Humanist.  Explain that there may be a variety of opinions WITHIN these traditions, but they should aim to arrive at answers they would *expect* to be given from those traditions.  Ask students to research what Muslims, Christians and/or Humanists say about their faith on, e.g., the [‘Voices from Religion and Worldviews’](https://www.reonline.org.uk/resources/voices-from-religion-and-worldviews/) pages on RE:ONLINE and on the Humanist UK website and to work out what answers they think might be given from a variety of perspectives. Students should make a note of these answers, noting any similarities and key differences, particularly in *the way such answers may be expressed*, and upload them to the *VoiceThread*. | | Students:   * use a wide religious vocabulary in suggesting reasons for the similarities and differences in the ways people express their faith. | **Key vocabulary:** faith, expression.  ----  [RE:ONLINE](https://www.reonline.org.uk/)  [Humanists UK](https://humanists.uk/) |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Question (b) How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. internet, television, radio, press and arts)** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 7**  Students will:   * explore the idea of summer activity camps that promote religious or philosophical beliefs / thinking; * begin to consider which ideas and beliefs might be shared by Humanists, Christians and Muslims. | 7. Ask students about their findings from their internet research. Did answers given on the *Voices..*  website match their expectations? In what way(s)?  Explain that consideration has been given to how matters of religion and belief are reported on in the media, but now it is time to look more closely at how religion and belief groups make use of the media themselves. With the advent of digital technologies, such groups have been able to put forward their ideas via digital radio stations, cable TV channels, websites, short films, blogs and vlogs.  When groups hold events they want others to know about they can use the traditional media as well *Twitter*, *Facebook* etc to grab attention. When a group of humanist, atheists and agnostics started a summer camp for children and young people they made the BBC news.  Show the short BBC news item on [‘Camp Quest’](https://www.youtube.com/watch?v=2fI0W4Z0-io) on *You Tube*.  Ask students to rate the BBC report on a scale of 1 to 5 on how interesting they found the idea of *Camp Quest* for them personally:  1 = not interesting at all; 2 = quite interesting, but I wouldn’t go myself; 3 = fairly interesting, I might consider going if my friends were going too; 4= interesting, I’d like to find out more; 5 = very interesting, how do I sign up?  Elicit some views from the class on the idea of summer activity camps and ask how interesting they find the idea of having stimulating discussions around big questions of life as part of these sorts of ‘holiday’.  Ask students to imagine they have got a job to advertise a new religious movement called ‘The Humistians’; this is an imaginary organisation that aims to combine what it considers to be the best of Humanism, Christianity and Islam.  In small groups, ask students to use ‘mind-mapping’ software to plot different strategies for promoting the group. They should add as many details to each strategy as they can, e.g., indicating key features that would appear on a website, or composing a Tweet of up to 140 characters to encourage people to join, or writing a slogan to put on double-decker buses. Ask students to remember that, while this organisation is unlikely to appeal to most Humanists, Christians or Muslims, they should take care to avoid ideas that might actively offend them. | | Students:   * describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean. | **Key vocabulary:** humanist, atheist, agnostic.  ----  Videos such as:  [‘Camp Quest: secular summer camp for children’](http://www.youtube.com/watch?v=2fI0W4Z0-io) on You Tube. |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Question (b) How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. internet, television, radio, press and arts)** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lesson 8**  Students will:   * consider advantages and disadvantages of different sorts of media from the point of view of religious / belief organisations; * map out their own ideas on the use of different media by such groups. | 8. Encourage students to develop the mapping ideas begun in the last lesson. They should consider how religious groups actually use the media and begin to plot potential benefits and problems for each type of media, both from the point of view of the organisation and for wider society. These can then be added to their maps, e.g. running a digital TV station – this could be very influential and attract new people to join but would be very expensive and difficult to produce professional programmes; from the point of view of society, it might be criticised for trying to brainwash vulnerable people.  Encourage students to ask their own questions about the purposes of using different media for these organisations and to suggest their own answers to these questions.  When students have finished their maps these can be printed and displayed, added to the *VoiceThread*, or uploaded to the VLE. | | Students:   * describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean; * ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others’ lives. | **Key vocabulary:** fact, opinion, bias, brainwash, truth.  ----  ‘Mind-mapping’ software, such as [Mindmeister](http://www.mindmeister.com/) or [Bubbl.us](https://bubbl.us/) |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Questions (a) Is reporting in the local and national press, radio and television on religion and belief fair and accurate?**  **(c) What criteria can we use to analyze the portrayal of religion and belief in the media?** | | | | |
| **Learning objectives and questions** | **Suggested activities for teaching and learning** | | **Outcomes** | **References, points to note, resources** |
| **Lesson 9**  Students will:   * develop arguments and criteria for evaluating the way the media portrays matters relating to religion and belief; * work at developing criteria for making judgements about the media; * analyse media presentations for facts, opinions and evidence. | 9. This lesson will make use of the *Rationale* argument mapping tool to apply to what students have learnt so far.  Introduce students to *Rationale* and explain that half of the class are going to produce a map defending the view that ‘the media usually portray religion and belief in a *bad* light’ and the other half defending the view that ‘the media usually portray religion and belief in a *good* light’.  Students should work in pairs or threes to construct their arguments, ensuring that they follow the structure of the mapping tool, i.e., giving reasons and evidence for their views as they go along.  Invite selected groups to explain their arguments. An assessment can be made of the sorts of criteria being used to make their judgements about how religions and beliefs are portrayed, e.g., words used to describe people with beliefs, whether religions and beliefs are seen as creating or solving problems, how accurate or truthful the presentation appears to be, whether religion is being made fun of, or stereotyped, etc. They should recognise statements that are presented as *fact*, but may just be *opinion*. Some statements of opinion may be supported by evidence and others not – can students see the difference? Ask, What might be the significance for believers of the different ways in which the media present their beliefs and practices? | | Students:   * use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers; * use reasoning and examples to express insights into their own and others’ views on questions about the meaning and purpose of life and the search for truth. | **Key vocabulary:** fact, opinion, bias, truth, evidence.  ----  [Rationale](https://www.rationaleonline.com/): argument mapper |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Question (d) How would I portray religion and beliefs through a variety of media?** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lessons 10, 11 & 12**  Students will:   * develop ideas on a ‘big question of life’; * find different ways of expressing big ideas in religion and belief; * analyse different responses that might be given by religious and non-religious individuals or groups to the question under discussion. | These lessons make use of the [WordPress blogging tool](https://wordpress.com/create/) to encourage students to develop their ideas in the ‘Humistians’ activity in Lesson 7 above. Alternatively, they could create character animations for a digital presentation of their ideas via, e.g., [*Voki*](http://www.voki.com/), or, perhaps more simply, students could upload their ideas to *VoiceThread* or an RE section of the school website. Leaflets or posters could be produced using software such as MS Publisher.  Students will focus on a ‘Big Question of human life or nature’ and post items on their blog using a variety of media that portray important aspects of religion and belief. These can be taken from the *VoiceThread* materials and other activities developed by the students during this unit.  So, for example, students will work on presenting key ideas that the ‘Humistians’ might have about the meaning and purpose of life. Ask them to pay special attention to ‘God-language’ here: Muslims and Christians might want to speak about Allah or God, but Humanists might not be so willing. How will they find some common messages that they can all find acceptable?  They should work in small teams to produce ideas in at least 2 different formats; one of which should be in digital form: a weblog, an audio/video interview, an advert for TV or website perhaps using character animations, a poster or leaflet.  Through their presentations, students suggest answers to their big question that reflect Muslim, Christian and Humanist ideas. Those answers should be supported with reasons and evidence as well as ideas from their own experience. | Students:   * use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers; * use reasoning and examples to express insights into their own and others’ views on questions about the meaning and purpose of life and the search for truth. | | **Key vocabulary: ‘**forms of expression’, ‘questions of meaning, purpose and truth’.  <https://wordpress.com/create/>    *Voki*: <http://www.voki.com/>  *VoiceThread* or an RE section of the school website.  MS Publisher. |
| **Key Question: *How are religion and belief portrayed in the media?*** | | | | |
| **Supplementary Questions (a) Is reporting in the local and national press, radio and television on religion and belief fair and accurate? (b) How do religious groups use the media today? What are the potential benefits and problems of this?**  **(c) What criteria can we use to analyse the portrayal of religion and belief in the media?**  **(d) How would I portray religion and beliefs through a variety of media?** | | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | | **Outcomes** | **References and notes** |
| **Lessons 13 & 14**  Students will:   * reflect on their learning and produce summary answers to key questions about the relationship between the media and religion and belief. | These lessons will provide an opportunity for students to self-assess work and for the teacher to comment and suggest improvement. Students will spend the second lesson making improvements to their work or developing their ideas further, explaining, for example, what the significance of the different forms of media might have for different believers and expressing their own and others’ views on the big question they are investigating.  In order to demonstrate their attainment, students now individually answer the following questions in writing:  [This could be a timed assessment and you could omit Questions 3b and 4c for students requiring a lower level of challenge.]  1. Name some ways in which Christians, Muslims or Humanists might communicate their ideas to others.  2. In your work on the ‘Humistians’:  a) what forms of expression did you use to communicate some of their main ideas?  b) what ideas or beliefs of the Humistians were you trying to express?  3. a) Give ONE similarity and ONE difference in the ways in Christians, Muslims and Humanists might express their ideas.  3. b) Explain why different forms of expression are thought to be appropriate for each of these groups.  4. Based on your work on the ‘Humistians’:  a) what big question(s) were you tackling?  b) what answers might be given by Christians, Muslims and Humanists?  c) what answers seem to be the most ‘true’ to you? Give reasons and examples in your answer.  A possible homework is to ask students to complete the questions if they have not already done so. An extension task would be to investigate ONE of the world-views (Christianity, Islam or Humanism) in more detail, showing how it uses modern media to communicate its ideas.  At the start of the next lesson, take students through the possible answers and ask them to rate their own work simply in terms of whether they have satisfactorily answered the question or not. | | See ‘Record of Attainment’ below. | **Key vocabulary: ‘**forms of expression’, ‘questions of meaning, purpose and truth’.  ----  Explain that students are going to be assessing their own and one other group’s presentations using these ‘I can...’ statements [where ‘C’ = the area of enquiry to do with *forms of expression* and ‘E’ = the area of enquiry to do with *questions of meaning, purpose and truth*, |

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| **RECORD OF ATTAINMENT** | | |
| **KS3 Unit 5: How are religion and belief portrayed in the media? [C&E] Year 8** | | |
| **[Developing] Students:** | **[Secure] Students:** | **[Exceeding] Students :** |
| * ask important questions about the place of modern media in relation to religion and belief; * describe and compare different ideas Christians and those of other religions and non-religious world views may have about their beliefs and teachings and how they are shown in the media; * describe and compare different ideas from other religions and world views about how ceremonies and festivals can be used to express beliefs; * provide good reasons for the views they have and the connections they make. | * give different views on the place of modern media in relation to religion and belief; * use reasoning and examples to express insights into the relationship between beliefs, teachings, ethical issues and the way they are portrayed in the media; * explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways; * use reasoning and examples to express their own views on how Christianity and other traditions being studied have affected the world. | * evaluate questions about the place of modern media and its relation to religion and belief; * use reasoning and examples to show an ability to evaluate different insights into the relationship between beliefs, teachings and ethical issues and the way they are portrayed in the media; * analyse the effectiveness of ceremonies, festivals and other creative methods for encouraging spirituality and being a useful way of expressing beliefs and values; * use reasoning and several examples from differing viewpoints express their own views on how Christianity and other traditions have affected the world. |
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