



Media Literacy - what happens to the media during elections?

Lesson 5

How can we become future political leaders?

**Lesson 5:
Media Literacy - what happens to the media
during elections?
Key Stage 4 / Year 11**

<p>Context</p>	<p>This lesson is part of a scheme of work that comprises 6 lessons for teaching Key Stage 4 Citizenship in line with the requirements of the Citizenship National Curriculum. The lesson is part of the ACT model Key Stage 4 curriculum which can be used and adapted to fit with your school's provision.</p> <p>Each scheme of work has an enquiry question as the focus which is then organised into smaller questions that provide the learning focus for each lesson.</p>
<p>Overview</p>	<p>In this lesson, students will explore what happens to the media at election time. Students will learn about the regulations and laws that govern political parties and the involvement of the media. To develop students' media literacy, students will examine how newspapers can influence the electorate by looking at how the run up to the EU Referendum was reported.</p>
<p>Citizenship Skills and Concepts</p>	<ul style="list-style-type: none"> ● Creating and sustaining reasoned arguments, and reaching sustained conclusions ● Understanding others' points of view ● Critical thinking ● Oracy ● Discussion and debate ● Power ● Democracy
<p>Essential Teaching Guidance</p>	<p>It is important to have political impartiality when teaching political topics, details can be found in the Political impartiality in schools guidance.</p> <p>In a democratic society, the role of the media is important. In a society which values a free and fair media, the media has a key role holding those in power to account, in informing the public, in</p>

	<p>exposing issues of public interest and in raising awareness of what is going on in the wider world and in contributing to public debate on the political issues of the day.</p>
Learning Questions	<ul style="list-style-type: none"> • How does the media operate during election time? • How important is the media's role in informing the electorate? • Should newspapers be fair and balanced?
Resources	<p>PowerPoint</p>
Assessment Opportunities	<ul style="list-style-type: none"> • Knowledge check: complete the table • Q&A • Discussion • True or false • Debate • Written task • Take away task
Do now / Starter /Entry Task <i>(10 minutes)</i>	<ul style="list-style-type: none"> • Students complete the knowledge check: complete the table from last lesson. This can be printed to support students with EAL and/or SEND. • Ensure students tick and fix their answers and reteach any misconceptions, these can be identified by using mini whiteboards, a show of hands for each question, etc. • Introduce today's lesson, students make a media mind map of examples of types of media e.g. television, radio, newspapers, social media, podcasts, etc. • Randomly select students to feedback their examples, add these to the board. Students should add any examples they didn't have in a different coloured pen to show AfL.
Task 1 <i>(20 minutes)</i>	<ul style="list-style-type: none"> • Lead on slides 8 to 17, students can make their own notes to refer back to later in the lesson. For discussion slides, students can do this in pairs, small groups or as a whole class. Feedback is essential for AfL and to ensure students are discussing related/appropriate arguments for and against. • Slide 9: students discuss if there is a need for a pre-election period. If needed, direct students to consider what may happen without a pre-election period: would the current government dominate the media with new announcements? Would the

electorate have an opportunity to hear manifestos for different parties?

- Slide 11: students discuss whether parties should be able to spend what they like on advertising. Students should consider how smaller parties with less funding would be able to compete with larger parties, with bigger budgets. Would parties focus on just advertising rather than the subsidence of their manifestos? Would parties make the effort to campaign in other ways (hustings, door to door, etc.) or bombard the electorate with advertisements?
- Slide 13: students discuss why parties have the same amount of airtime for party election broadcasts. Students should consider what would happen if this wasn't the case? Would the electorate get a balanced overview? Would the main parties dominate?
- Slide 15: students discuss why the audience for TV debates is declining. Students should consider how social media has impacted other means of communication.
- Slide 17: students discuss the advantages and disadvantages to the electorate of parties using social media. Students should consider: how accessible information is, reaching a younger audience, fake news, older audiences not being on social media.
- Slide 19: students discuss the reliability of media sources. Students should consider why it's important that the sources are reliable, rather than just reading the first google results they might find. How can they check that reliability? Using slide 20, go over the ways to check. Ask them to use the emboldened words to make notes.
- Slide 21: students look to see how many followers famous political figures had in 2019. Why would this be influential in an election? Would it be younger, or older voters that used social media more?
- Slide 23: students complete the true or false knowledge check. Students can either write the statements and their answers out or write number 1-5 and true or false next to the number. Ensure students tick and fix their answers and reteach any misconceptions, these can be identified by using mini whiteboards, a show of hands for each question, etc.

<p>Task 2 <i>(10 minutes)</i></p>	<ul style="list-style-type: none"> ● Students complete the written task on slide 25. If needed, guide students to consider how the media inform the electorate, how else would the electorate be informed without the media, possible bias in newspapers, etc. ● To support students with EAL and/or SEND, you may wish to add sentence starters: The media’s role is.....to inform the electorate because... ● Circulate the room to check understanding/offer support. ● Randomly select students to feedback and provide verbal feedback.
<p>Task 3 <i>(10 minutes)</i></p>	<ul style="list-style-type: none"> ● Lead on slides 27-31, students will be shown a variety of EU referendum/Brexit headlines from different newspapers. The purpose of this activity is for students to see for themselves how the same story/issue/topic can be reported in different ways, depending on newspapers’ political beliefs and therefore their impact on voters’ choices. ● Be cautious of students’ own political views here, this is not a forum for debate on the outcome of the referendum but for students to see how newspapers reported it and the impact this may have had on the electorate’s choices.
<p>Plenary / Reflection <i>(10 minutes)</i></p>	<ul style="list-style-type: none"> ● Students debate whether newspapers should be fair and balanced, or if they should be able to influence our voting choices. ● You can do this by allowing students to choose a side i.e. fair and balance or influence our voting choices, or divide students into sides, or allow points from students as they are. ● Make a table on the board for fair and balance or influence our voting choices, when a valid point is given, add a point to the relevant side. ● You may wish to add a timer so students can see how long is left. ● Allow for counterarguments to ensure the debate flows. You may need to direct students if they find rebutting points difficult/keep deviating from the point. ● Provide quick verbal feedback when students have given particularly well structured and relevant points, and when points may need more substance. ● At the end of the allotted time, tally up the points - the team with the most points, wins!

	<p>Ask students to make notes about how today's learning can contribute to their understanding of leadership - this activity should be woven into the whole scheme of work so that students can build up their own intended leadership profile.</p>
<p>Takeaway Task <i>(20 minutes)</i></p>	<p>Students research a career in politics: job role/duties, qualifications and experience needed, working hours and salary.</p>