



Overview

The children should be able to understand that everyone has a point of view, and understand that different people have different points of view. The children should be able to explore how to assess a point of view and identify points of view presented in an advertisement and/or article.

Learning Intentions

Language and Literacy: Talking and Listening

- Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.
- Prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations.
- Use appropriate quality of speech and voice, speaking audibly and varying register, according to the purpose and audience.

Language and Literacy: Reading

- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.
- Begin to be aware of how different media present information, ideas and events in different ways.

Language and Literacy: Writing

- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

PD&MU: Strand 2 – Mutual Understanding in the Local and Wider Community

- Examining the role of advertising at a local and or global level.
- Exploring how the media present information.

Thinking Skills and Personal Capabilities

Managing Information

- Begin to identify audience and purpose when communicating.

Thinking, Problem Solving and Decision Making

- Explain their methods and opinions, and the reasons for choices and actions.

Teacher's Notes

Understanding that we all have a point of view is very important, but especially when consuming media. Here we explain and illustrate how points of views are sometimes presented in the media, and how students might question them.

Resources

- **Video:** What is the Media?
- **Video:** Advertisements
- **Activity 2.1 :** A Class Debate



Introduction

What is the Media? Video

- Remind the children that they watched a short video about the media and advertising in the last lesson.
- Ask the children if they can remember what the media is trying to do.
- Play the **What is the media?** video from the MediaWise website, www.MediaWiseNI.com
- After the video, remind the children that advertising tries to do one of four things:
 - Tell us something we need to know
 - Persuade us to buy a product
 - Persuade us to change our behaviour
 - Put forward a point of view.
- Explain to the children that they will continue to learn about the media, and today they will focus on the last aim of the media, to put forward a point of view.

Video



Development

1. Ask the children what is a point of view?

The child may suggest that a point of view is a way of looking at a topic; an opinion that people hold; or an idea that people have about something.

- The teacher could make some statements and ask the children for their point of view on these statements, they could agree or disagree with the statements:
 - School children should wear school uniforms
 - Homework is a great idea to help children learn
 - Children shouldn't be allowed to own mobile phones
 - School holidays should be shorter to allow children to learn more.
- Whether they agree or disagree with the statement, ask the children to give a reason for their answer.
- Explain to the children that they demonstrated a point of view on each statement.
- Explain that everyone has a reason for their point of view based on what they like or dislike based on what they agree or disagree with.

2. Media Point of View

- Explain:
 - The media put forward different points of view all the time
 - The role of the media is to have strong points of view on different topics and the media aims to persuade us to agree with their point of view
 - They should be able to decide whether they agree with the point of view put forward by the media.
- Explain to the children that in groups or pairs they are going to decide whether they agree with the point of view put forward by the media.
- As a whole class activity, the class are going to watch some **advertisements** from the MediaWise website, www.MediaWiseNI.com
- After each advertisement, ask the children:
 - What point of view is this advertisement putting across?
 - Do you agree or disagree with it? Why?
 - How would you change this advertisement to reflect your point of view?

Advertisements





Development Continued

2. Media Point of View (continued)

Learning Intention

- Explore how the media present information (PD&MU).

Development of Learning Intention

- Use Thinking Cards Set 2–2.18 Do You Believe It?
To allow the children to begin to evaluate the validity of the information that they are being given in each advertisement. This will require scaffolding and modelling by the teacher to deepen the children's thinking and responses.
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp

- Remind the children that the media put forward different points of view all the time.
- Tell the children that the role of the media is to have a strong point of view on different topics, but they can decide whether they agree with the point of view put forward by the media.

3. Media Debate

- Ask the children:
 - Do you think that advertising to children should be banned?
 - If not, why is advertising a good idea?
 - If yes, why do they not agree with advertising?
- The teacher will suggest a class debate on the following motion: Advertising to children should be banned.
- In pairs, groups or teams the children should decide if they are for or against the statement. They can use **Activity 2.1** to help structure their debate.
- The teacher could suggest ideas for arguments e.g. advertising targets children, children aren't able to make up with own minds, children are easily influenced, children should be protected from the advertising, children wouldn't know what to think if advertisers didn't tell them, etc.
- Each side should be allowed an agreed amount of talking time to put across their point of view, with an opportunity to reply at the end of the debate.
- Teacher can encourage the children to express their points of view. Allow disagreement and counter arguments.

Activity 2.1

| Activity 2.1 | |
|--------------|---------|
| For | Against |
| | |
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Development Continued

3. Media Debate (continued)

Learning Intention

- Share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals (Language and Literacy).
- Explain their methods and opinions, and the reasons for choices and actions (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following activities:
 - Just a Minute (CCEA, Active Teaching and Learning, page 43).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - One Point of View (CCEA, Active Teaching and Learning, page 55).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Post It Collection (CCEA, Active Teaching and Learning, page 58).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Revolving Circle (CCEA, Active Teaching and Learning, page 61).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Card Ranking (CCEA, Active Teaching and Learning, page 11).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Thinking Cards Set 2 : 2.20 Are You Sure You Are Right? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TS&PC/the_think_pack/download_cards/set2.asp

And/or

Learning Intention

- Consider, interpret and discuss texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention.
- Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.
- Prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations (Language and Literacy).

Development of Learning Intention

- Provide the opportunity for the children to discuss and brainstorm examples of effective persuasive language. This should include the use of persuasive verbs and adjectives as well as fronted adverbials.
- Alternatively, a word mat of useful persuasive phrases could be provided to scaffold the children's speech writing.

Plenary

1. At the end of the debate, explain that although the different teams had a different point of view, all points of view are valuable.

2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.