2 Society & the Media

About this unit

This unit looks at different issues surrounding our society. It ensures that students have an understanding of the different countries that make up the UK and looks at a range of matters on the media.

Key Curriculum Links

These links cover only the Key Concept and Range & Content sections of the national curriculum for citizenship. The Key Processes and Curriculum Opportunities covered will vary depending on how this resource is used.

Citizenship KS3, Key Concepts

1.2 Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Citizenship KS3, Range & Content

a freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account.

Contents

2.1 What country do you live in? **3**

2.2 What is good about our society? **8**

2.3 What things belong to us all? **15**

2.4 Is there bias in the media? **22**

2.5 Does the media influence young people? **28**

2.6 How does the right to privacy conflict with freedom of expression? **36**

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2 Society & the Media

Key Curriculum Links

Citizenship KS4, Key Concepts

1.2 Rights and responsibilities

a Exploring different kinds of rights and obligations and how these affect both individuals and communities
b Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected
c Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

Citizenship KS4, Range & Content

a how information is used in public debate and policy formation, including information from the media and from pressure and interest groups.

Opportunities for Active Citizenship

There is an opportunity here for students to investigate people's perceptions of the media in relation to bias, influence and privacy. They could carry out a survey asking people their opinions on different stories or to find out how people feel they are influenced by advertising. This links to activities 2.4, 2.5 and 2.6.

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2.1 Society & the Media

What country do you live in?

Activity 2.1 What country do you live in?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify the different countries that make up the British Isles.	Completed the map of Britain.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the history of the British Isles.	Written a timeline of key events.

Key Words

- Nation: the people who live in a country
- Patriotic: being proud of your country

Resources

- Blank map of Britain & Ireland, p. 7

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2.1 Society & the Media

What country do you live in?

Additional Resources

Resource	Source
Short clips about the difference between Great Britain, the UK and the British Isles.	http://www.youtube.com/watch?v=WyNb2qDrRLM http://www.youtube.com/watch?v=9yqiabZljeQ
Useful information about the differences between Great Britain, the UK and the British Isles and some historical background.	http://www.bbc.co.uk/dna/h2g2/A2027008

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2.1 Society & the Media

What country do you live in?

Activities

	Activity	Resources
Starter	Ask students to list all the different names they can think of for this country (ie England/Wales/Scotland/Northern Ireland, the United Kingdom, Great Britain, etc). Feedback as a group.	
Main Activity 1	Give out the blank maps of the British Isles. Using their own knowledge/an atlas/the internet, ask students to label: ■ The names of each country ■ The capital city of each country They should also fill in the table at the bottom to indicate which countries they think make up Great Britain, the United Kingdom and the British Isles	Blank map of Britain & Ireland, p. 7
Main Activity 2	Ask students which countries they think make up Great Britain, the United Kingdom and the British Isles. Show them one of the video clips or the information from the internet to give them the correct answers. Ask: ■ Are you surprised that the countries that are part of Great Britain, the United Kingdom and British Isles are all different? ■ Some people do not like the term 'British Isles', can you think why this might be? ■ Do you think these countries are better together or separate?	
Plenary	Students update the table on their map if necessary, to show the correct answers.	

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What country do you live in?

Activities

	Activity	Resources
Additional Activities	Students research the historical background of the British Isles/UK/Great Britain and write a timeline of the key events. You could make up a timeline with the dates missing and students add them using the information you provide.	

Information Point

The British Isles includes the islands of Britain and Ireland, incorporating England, Wales, Scotland, Northern Ireland and the Republic of Ireland. The United Kingdom (or United Kingdom of Great Britain and Northern Ireland, to give it its full title) includes England, Wales, Scotland and Northern Ireland and is the formal title for the country, appearing on passports. Great Britain is the mainland geographical area and includes England, Wales and Scotland.

The reasons for the divisions and varying country names are historical. England, Wales, Scotland and Ireland were all originally independent. England and Wales came together in 1536 and Scotland entered the union in 1707 to form Great Britain. In 1801, Ireland also entered to form the United Kingdom of Great Britain and Ireland. Not all of this joining of countries was done by choice. The United Kingdom of Great Britain and Northern Ireland as it stands today was formed in 1922, when the southern counties of Ireland broke away to form the Republic of Ireland.

The term 'British Isles' incorporates the islands of Great Britain, Ireland and the many smaller islands around them. The term itself is controversial because of the use of the word 'British', which is offensive to many Irish people, who resent historical English rule in Ireland.

Internet Research

Q1 Go to http://en.wikipedia.org/wiki/British_isles and answer the following questions:

a Why is the term 'British Isles' controversial?
b What alternative names are used?

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2.1 Society & the Media

What country do you live in?

Map of Britain & Ireland

Tick the countries that you think make up the British Isles, United Kingdom and Great Britain in the table below:

	England	Wales	Scotland	Northern Ireland	Rebublic of Ireland
British Isles					
United Kingdom					
Great Britain					

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2.2 Society & the Media

What is good about our society?

Activity 2.2 What is good about our society?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Demonstrated the ability to identify the things that we need to make our society a good place to live.	Completed importance scale activity. Written a list of things that make a country a good place to live.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the good and bad things about living in our society.	Made a collage.

Key Words

- **Quality of life:** the things that make life enjoyable
- **Well-being:** health and happiness
- **Government:** a group of people that runs the country
- **Welfare:** when people are well and looked after
- **Economy:** where money is involved

Resources

- Pictures, p. 13
- Importance scale, p. 14 or Unit 2 PowerPoint presentation
- Magazines & newspapers
- Paper, scissors & glue for collages

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2.2 Society & the Media

What is good about our society?

Additional Resources

Resource	Source
The European Quality of Life Survey 2007.	http://www.eurofound.europa.eu/areas/qualityoflife/eqls/2007/index.htm
Tool that allows you to look at crime rates in local areas.	http://maps.police.uk/

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2.2 Society & the Media

What is good about our society?

Activities

	Activity	Resources
Starter	Give students one or more of the pictures of different people, or you could use your own which may include specific people (eg the Prime Minister) and display the importance scale on the board using the PowerPoint presentation/in the centre of the table. Ask students to place their picture(s) on the scale where they think it belongs.	Pictures, p. 13 Importance scale, p. 14 or Unit 2 PowerPoint presentation
Main Activity 1	Encourage students to explain why they have placed their picture where they have. They should compare and discuss ideas and may move the pictures if they all agree to do so. Remove one of the pictures. Ask: ■ What difference do you think it would make to this country if we took this person/people away? Why? ■ Do you think it would be a good or a bad thing? Why? Do the same with some of the other pictures.	
Main Activity 2	Ask students to write a list of the things that they think are needed to make a country a good one to live in. Share these as a group. Ask: ■ Why are these things so important? ■ Whose job is it to make sure we get these things? ■ Do we have these things in our society? ■ What would happen if we didn't have these things?	

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2.2 Society & the Media

What is good about our society?

Activities

	Activity	Resources
Plenary	Following the discussion, students can edit their list.	
Additional Activities	Give students magazines and newspapers and ask them to cut out images/words that illustrate positive and negative aspects of life in the UK today (eg about crime, music, food, environment, fashion, drugs, sport, war, etc). They should then use these to make a collage with the good things about the UK on one side and bad on the other. Discuss their choices. Ask: ■ Do you think the good things about this country outweigh the bad ones? Or do the bad things outweigh the good ones? ■ What do you think this tells you about the kind of country Britain is? ■ Whose job do you think it is to make this country a better one to live in? Why? ■ Is there anything we can do to help? If so, what?	Magazines & newspapers Paper, scissors & glue for collages

Information Point

There is an opportunity here to discuss some of the main institutions in the UK, such as the NHS, fire service and education. These services are usually free for British citizens and are all provided by local or national government. It may be worth comparing this with other countries where some of these services are not free. An example of this is healthcare in the USA.

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2.2 Society & the Media

What is good about our society?

Internet Research

Q1 BBC Newsround asked teenagers what they thought about living in Britain. Go to http://news.bbc.co.uk/cbbcnews/hi/newsid_5340000/newsid_5348000/5348052.stm and write down the comments you think are the most important.

Visitor Opportunity

There is an opportunity here for students to meet and question someone who has lived in another country about their opinion of the quality of life in the UK.

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2.2 Society & the Media

What is good about our society?

Refuse collector

Teacher

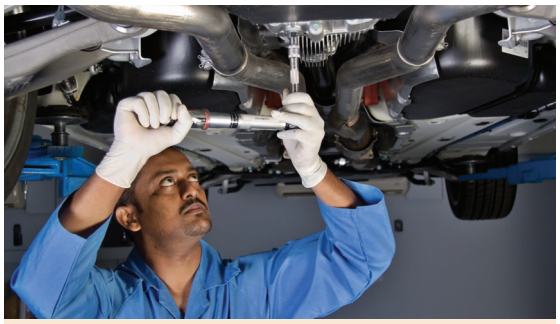
Fire fighter

Plumber

Police officer

Banker

Nurse



Mechanic

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2.2 Society & the Media

What is good about our society?

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2.3 Society & the Media

What things belong to us all?

Activity 2.3 What things belong to us all?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of the difference between public and private property.	Completed property quiz, written paragraph on public property.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of the things may be public or private.	Completed property quiz and participated in discussion.

Key Words

- **Property:** something that belongs to someone
- **Private:** belonging to one person, or a small group of people
- **Public:** belonging to everyone

Resources

- Public and private objects collected by you
- Property quiz, p. 19 or Unit 2 PowerPoint presentation
- Answers, p. 20-21

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2.3 Society & the Media

What things belong to us all?

Additional Resources

Resource	Source
Information about public property	http://en.wikipedia.org/wiki/Public_property
Information about private property	http://en.wikipedia.org/wiki/Private_property

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2.3 Society & the Media

What things belong to us all?

Activities

	Activity	Resources
Starter	Collect some objects that belong to different people associated with your PRU and which your students will recognise. Make sure that at least one of the objects is an item of public property, eg a book belonging to the library. Ask students to look at each item and write down who they think it belongs to.	Public and private objects collected by you
Main Activity 1	Beginning with the personal items, ask: ■ Who do you think this object belongs to? ■ Why does it belong to Y? What makes it Y's property? (Did Y buy it? Find it? Was given it?) Repeat the process with the item of public property – encouraging students to consider the difference between this and the previous items. Ask: ■ Who do you think this object belongs to? ■ Why does it belong to everyone? What makes it public property?	
Main Activity 2	Students complete the property quiz. Feedback their answers as a group, using the answers to guide you. Ask: ■ Are there any things on this list which are owned by individual people, that, in your opinion, should really be owned by us all? If so, what are they? Why should they really belong to us all? ■ How could we make private things public if we think this is the best thing? ■ Can you think of anything else that belongs to someone that should belong to everyone? Or vice versa?	Property quiz, p. 19 or Unit 2 PowerPoint presentation Answers, p. 20-21

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2.3 Society & the Media

What things belong to us all?

Activities

	Activity	Resources
Plenary	Students to write down the things they thought of that belong to everyone. Ask: ■ What are the advantages of things belonging to everyone? ■ What problems might this cause?	
Additional Activities	Students write a short paragraph about the things they have thought of that belong to everyone. For each one, this should include: ■ What the item is ■ Why it belongs to everyone ■ Whether there are any exceptions to this, when the item might belong to an individual.	

Information Point

Private property is something that belongs to an individual or a group of people. The owner has complete control over the item. Public property is owned by everyone or by the government for public use. For example, roads, public buildings and library books.

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2.3 Society & the Media

What things belong to us all?

Property Quiz

Who do they belong to?

1 Roads

Someone? ☐

Everyone? ☐

6 Railways

Someone? ☐

Everyone? ☐

2 Wild animals

Someone? ☐

Everyone? ☐

7 Air

Someone? ☐

Everyone? ☐

3 Shops

Someone? ☐

Everyone? ☐

8 Britain

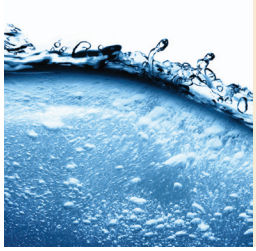
Someone? ☐

Everyone? ☐

4 Schools

Someone? ☐

Everyone? ☐



9 Water

Someone? ☐

Everyone? ☐

5 Cars

Someone? ☐

Everyone? ☐

10 Businesses

Someone? ☐

Everyone? ☐

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Property Quiz - Answers

Who do they belong to?

1. Roads

All motorways and major 'A' roads are owned and maintained by the Highways Agency. Local roads are owned and managed by local highways agencies, which are a part of local councils. Some roads are privately owned, either by an individual or a group of people, these are usually residential roads or those on a private estate.

2. Wild animals

Animals in the wild generally do not belong to anybody, however those which are born on private land, or are on enclosed land may be the property of the landowner, depending on the type of animal. People an apply for a licence to keep wild animals, but this is usually for conservation purposes.

3. Shops

The building in which a shop is located might be owned by the business or a landlord that the shop owner rents the property from. The business itself may be owned by a variety of people such as its manager(s) or shareholders, depending on the type and size of business.

4. Schools

Technically, school buildings and land are owned by local councils, charities or private businesses depending on the type of school. Many would argue that state run schools belong to everyone.

5. Cars

A car will usually belong to an individual person, although some cars are owned by companies who lease them to employees. Some cities are introducing car 'shared ownership' schemes to cut the number of cars on the road.

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Property Quiz - Answers

6. Railways

The railway infrastructure (rails and signals) belong to Network Rail. Stations and trains are owned by a variety of private train operating companies, each has a franchise to run a line for a set period of time.

7. Air

The air does not belong to one individual and could be said to belong to everyone, although most countries claim the air space above them in terms of directing air traffic.

8. Britain

Although elements of Britain, such as it's land, belong to a whole range of people, it can be said that Britain as a whole belongs to everyone who lives there.

9. Water

This should raise an interesting debate. Individuals claim ownership on many areas of water (such as lakes, ponds), usually because they are on their land. The majority of the oceans are classed as international waters, so belong to everyone, although countries claim the oceans on their immediate coast. Drinking water would also make an interesting debate – it could be argued that it belongs to the water companies when in the pipes, but becomes the consumer's when it exits a tap.

10. Businesses

Businesses can be privately owned by an individual or group of people. Many local independent shops and services fall into this category. There are companies that are owned by a group of shareholders and overseen by a board of directors, most large multi-national companies fall under this. Co-operatives are owned and run by a group of members who are often the employees and/or consumers of that company. The best known example is the Co-operative Group, which has banks, food shops and several other services.

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2.4 Society & the Media

Is there bias in the media?

Activity 2.4 Is there bias in the media?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of the concept of bias.	Completed news story worksheet, participated in discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Shown knowledge of how TV and newspaper treatment of news differs.	Participated in discussion.

Key Words

- Media: communication which reaches a lot of people
- Headline: the title of a newspaper article
- Bias: favouring one side of an argument

Resources

- News story worksheet, p. 26-27
- Copies of a current news story from two newspapers with opposing points of view and a television news clip

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2.4 Society & the Media

Is there bias in the media?

Additional Resources

Resource	Source
Quite a long clip about bias in newspapers. Some of the language is complex so consider carefully whether you want to show students this clips in full or use parts of it. There are some very useful headlines shown here which could act as stimulus material.	http://www.youtube.com/watch?v=N1FxUdhS9fM

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2.4 Society & the Media

Is there bias in the media?

Activities

	Activity	Resources
Starter	Show students the headline of a story you have chosen. They should write down one or two words that describe what they think the article will be about in the space provided on their worksheet.	News story worksheet, p. 26-27
Main Activity 1	Distribute copies of the full news story and read through it as a class. Ask: ■ What is this story about? ■ Is it different from what you expected? ■ Do you think the headline was misleading, or did it tell you what to expect? ■ Does this story influence your opinion on this issue? How? Students should write a sentence or paragraph to explain what the story is about on their worksheet.	Current news story from a newspaper
Main Activity 2	Ask: ■ What opinion do you think the writer has on this issue? Students should write a short sentence explaining this on their worksheet. Show them a news story on the same issue that has a different point of view. Ask: ■ What opinion does this writer have on the issue? ■ How is this different to the first story? ■ Is it right that newspapers can give an opinion on issues like these? Why? ■ How could this influence readers' opinions? Students write the opposing view on their worksheet.	Current news story from a different newspaper with an opposing point of view

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2.4 Society & the Media

Is there bias in the media?

Activities

	Activity	Resources
Plenary	Students complete the two sentences at the bottom of the worksheet.	
Additional Activities	Watch a news clip, preferably about the same issue as the newspaper articles. Ask: ■ Was this news clip biased or did it look at different opinions? ■ Is this different to newspapers? How? ■ Why do you think this is the case?	TV clip of current news story

Information Point

The media in the UK is regulated by several different codes, rules and laws. These govern a range of issues such as accuracy and privacy.

All broadcasters on television and radio (both the BBC and independent channels) are legally obliged to be unbiased and accurate.

Newspapers in the UK are not bound by any rules on bias, indeed, most newspapers are aligned to a particular political party. For example, the Daily Mail is right wing and supports the Conservative Party while the Guardian tends to have left wing views and is politically aligned to the Labour Party.

Internet Research

Q1 Go to http://www.pcc.org.uk/complaints/makingacomplaint.html and answer the following questions:

a What can you do if you want to make a complaint about an article in the newspaper?

b What kinds of things can you complain about?
http://www.pcc.org.uk/complaints/makingacomplaint.html

Q2 How can you complain about a television or radio programme?
http://www.ofcom.org.uk/complain/

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News Story Worksheet

Write the Headline here
After seeing the headline, what do you think this story will be about?
What is the story actually about?
What is the writer's opinion on this issue?
In the second article, what is the writer's opinion?

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2.4 Society & the Media

Is there bias in the media?

Complete these sentences:

I think that it is a good/bad thing that newspapers are biased.

I think this because:

1)

2)

3)

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2.5 Society & the Media

Does the media influence young people?

Activity 2.5 Does the media influence young people?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of the ways that young people might be influenced by the media.	Completed agree/disagree cards discussion and headlines activity.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to identify whether they are influenced by the media.	Written paragraph on how the media influences them.

Key Words

- Influence: persuasive behaviour
- Self-image: the way a person sees themselves

Resources

- Agree/Disagree cards, p. 34
- Headlines, p. 35

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2.5 Society & the Media

Does the media influence young people?

Additional Resources

Resource	Source
Short film illustrating how the beauty industry advertises.	http://www.spike.com/video/new-dove-film/2899624?cmpnid=753&refsite=7063
People's views on being a size 0.	http://truetube.co.uk/media.php?do=detail&mediaid=134

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2.5 Society & the Media

Does the media influence young people?

Activities

	Activity	Resources
Starter	Ask students to work out about how much time per week they spend interacting with the media. They should include how long they spend: watching TV/films, using the internet, playing video games and reading magazines/newspapers. Feedback as a group. Ask: ■ Are you surprised at how much time you spend interacting with the media?	
Main Activity 1	Give the students the Agree/Disagree cards. Read out the sentences below, they hold a card up depending on their view. ■ I sometimes want things that I have seen in adverts ■ I sometimes want things that I see celebrities with ■ My opinions are influenced by things I hear on television or read in the newspapers ■ I have copied the haircut/clothes of a celebrity ■ I have dealt with a situation in the same way as I have seen someone do so on TV. Discuss their answers as you go along, encouraging students to give examples if they feel comfortable doing so. Ask: ■ Do you think the media influences you? How?	Agree/Disagree cards, p. 34

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2.5 Society & the Media

Does the media influence young people?

Activities

	Activity	Resources
Main Activity 2	Give out the selection of headlines. Students should annotate each one with how these stories might influence a young person. They should then highlight each one depending on whether the influence is positive or negative. Share their answers as a group. Students can add to their work following the feedback. Ask: ■ Do you think everyone/anyone would be influenced in these ways? Why? ■ Is the media the only thing that might influence people in these ways, or are there other factors? What are these? Are they more important? ■ Do you think the media have more a positive or negative influence on young people?	Headlines, p. 35
Plenary	Students should write a short paragraph explaining whether they think the media influences them, if so how and if not why not?	

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2.5 Society & the Media

Does the media influence young people?

Activities

	Activity	Resources
Additional Activities	Read the article about whether the lenient treatment of celebrities over drug use can influence young people negatively/glamorise drug use. (http://news.bbc.co.uk/1/hi/world/europe/7278590.stm, comments from young people at http://news.bbc.co.uk/cbbcnews/hi/newsid_7270000/newsid_7279100/7279126.stm). Ask: ■ Do you think it's fair that celebrities have been given more lenient sentences than other people? ■ Are they setting a bad example to young people? ■ Could young people be influenced to take drugs because of the behaviour of some celebrities?	

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2.5 Society & the Media

Does the media influence young people?

Information Point

The influence of the media on young people is a widely debated and somewhat controversial issue. There has been a considerable amount of research on it, predominately focusing on the influence of violent films/video games (something that is covered in more detail in the next activity) and the impact of models/celebrity image on girls' self-image.

Research findings have varied in their conclusions, although overall they tend to agree that if young people are influenced by the media, this is not the sole factor. Other things such as family situation and health must be taken into account.

Internet Research

Q1 Go to http://www.mybodybeautiful.co.uk/Media_and_Body_Image/The_Influence_of_%20the_%20Media_on_Teenage_Girls.htm and answer the following questions:

a What happened to the number of young people with eating disorders in Fiji between 1995 and 1998?

b What had changed that might have caused this?

c How can parents stop girls from worrying about their image?

Q2 Are boys becoming more worried about their body image too? http://news.bbc.co.uk/1/hi/magazine/7855763.stm

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Agree/Disagree Cards

Agree

Disagree

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2.5 Society & the Media

Does the media influence young people?

Headlines

Too much junk food will kill you

Actress shows off new TATTOO

Local man wins award for work in the community...

LIFE SENTENCE FOR BANK ROBBER

Get the perfect body in **6 weeks**!

The most important and probably the only thing you need to do to get a sexier body is to lose weight & get your body fat percentage down between 14-to-20% check your body fat percentage and once your body fat percentage is

Singer gets community service for drink driving AGAIN!

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2.6 Society & the Media

How does the right to privacy conflict with freedom of expression?

Activity 2.6 How does the right to privacy conflict with freedom of expression?

Learning Outcomes

Key Learning Outcome **The learner has:**	**Evidence**
Shown knowledge of the conflict between the right to privacy and freedom of expression.	Completed 'Privacy & Press Freedom' worksheet and participated in discussion.
Other Learning Outcomes **The learner has:**	**Evidence**
Demonstrated the ability to explain their opinion on the issue.	Completed 'Privacy & Press Freedom' worksheet and participated in discussion.

Key Words

- **Privacy:** when something is kept private, ie it is not public knowledge
- **Freedom of expression:** the right to give opinions or tell people information

Resources

- Pictures of celebrities from newspapers and magazines
- Scenarios, p. 40 or Unit 2 PowerPoint presentation
- Information from Newsround website (see link below)
- 'Privacy & Press Freedom' worksheet, p. 41
- 'Privacy & Press Freedom' worksheet answers, p. 42

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2.6 Society & the Media

How does the right to privacy conflict with freedom of expression?

Additional Resources

Resource	Source
Information from the Newsround website about privacy, freedom of expression and the media.	http://news.bbc.co.uk/cbbcnews/hi/newsid_4720000/newsid_4725700/4725764.stm

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Activities

	Activity	Resources
Starter	Show students some pictures of celebrities from newspapers and magazines. Some should be at public events when the press would be expected to be present. Others should be in 'private' settings, eg when a celebrity leaves a gym, restaurant or nightclub with friends, possibly showing them in a poor light. For each one, ask: ■ Do you think this picture is an invasion of privacy? Why or why not?	Pictures of celebrities from newspapers and magazines
Main Activity 1	Divide the students into pairs or threes and give each group the scenarios or show them to the whole group using the PowerPoint. For each one, they should discuss: ■ Has the press invaded this person's privacy? Why or why not? ■ Does it make a difference if they are a celebrity? ■ When is it okay to invade someone's privacy? Feedback their answers.	Scenarios, p. 40 or Unit 2 PowerPoint presentation

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2.6 Society & the Media

How does the right to privacy conflict with freedom of expression?

Activities

	Activity	Resources
Main Activity 2	Give students the information about the Press Complaints Commission from the Newsround website. Students use this and the result of the discussion in the previous activity to complete the worksheet.	Information from Newsround website 'Privacy & Press Freedom' worksheet, p. 41
Plenary	Go through the worksheet answers.	'Privacy & Press Freedom' worksheet answers, p. 42
Additional Activities	Students select one of the stories that they felt was an invasion of privacy from the scenarios and write an apology that would appear in the newspaper or magazine about it. Select some cases from the Press Complaints Commission website. Students read them and decide what they would decide in this case. They can then look at what the actual decision was and compare.	

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2.6 Society & the Media

How does the right to privacy conflict with freedom of expression?

Information Point

The right to privacy and the right to freedom of expression are two human rights that often conflict with each other, especially in relation to the media. The press is self-regulated by the Press Complaints Commission (PCC), which is made up of representatives of the press, including the editors of several national newspapers. The PCC has an Editor's Code of Practice, which it upholds through a complaints process. Anyone who feels that a newspaper or magazine has broken the code can complain to the PCC who will investigate and resolve the case. If the PCC find in favour of a complainant, the greatest sanction they can give is to force the paper to publish a correction and/or apology. You can find out more about the PCC and see the code of practice at http://www.pcc.org.uk.

Internet Research

Q1 Go to www.pcc.org.uk, click on 'cases' and 'resolved'. Select a case and answer the following questions:

a What was the name of the person who complained and the publication they complained about?

b What did the person complain about?

c What was the resolution?

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Scenarios

A man wins £5.6million on the national lottery. He chooses to opt-out of publicity, so his name is not released to the press. However, someone he works with finds out about his win and leaks his name to the newspapers. The next week, a national paper publishes a story about a conviction for possession of drugs the man received as a teenager over twenty years ago.

A magazine publishes pictures of a celebrity, her husband and children playing in their back garden. The children's faces can be clearly seen and the celebrity does not know the pictures have been taken until she sees them in the magazine.

A local newspaper publishes details of the condition of a critically ill teenager who was injured in a major car crash without seeking permission from her family.

A national newspaper publishes an article saying that a celebrity is pregnant before she has had her 12-week scan or has formally announced her pregnancy.

A celebrity magazine publishes a picture of a female film star, looking quite drunk, leaving a bar with someone who is not her husband.

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Privacy & Press Freedom

Scenario	Invasion of privacy? (Yes/No)	Why or why not?	What would the Press Complaints Commission say if someone complained?
1			
2			
3			
4			
5			

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Privacy & Press Freedom Worksheet Answers

1 The choice to 'opt-out' of publicity if you win the lottery only means that the lottery operators will not release details of the winner. There is nothing to stop people who know them from speaking to the press. However, in this case the PCC might rule that the release of information about the man's conviction was not in the public interest, given that it was such a long time ago.

2 It is likely that the PCC would view this as a breach of privacy because the pictures were taken of the children in the celebrity's home and published without her permission. Had the pictures just been of the celebrity's home, the complaint would not have been upheld because it could be argued that their address was not a private matter. A similar case to this was made to the PCC. See http://www.pcc.org.uk/news/index.html?article=MjAxOA== for an overview of the case.

3 The PCC would not have upheld a complaint in these circumstances, as the press is entitled to report on traffic accidents and their impact. An overview of a similar case can be found at http://www.pcc.org.uk/news/index.html?article=NjE1MA==.

4 This case would have been upheld on the basis that the press should not publish stories about someone's pregnancy prior to a twelve-week scan in case there are problems with the pregnancy. A similar case to this involved Dannii Minogue and can be seen at http://www.pcc.org.uk/news/index.html?article=NjIwOQ==.

5 Although this might put the celebrity in a bad light in the eyes of some members of the public, and it is possible to argue that it is no one else's business who she goes out with, it is widely known that celebrities are regularly photographed in such places. If the star had wanted to keep the relationship private, she should not have gone with the friend to such a public place.

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