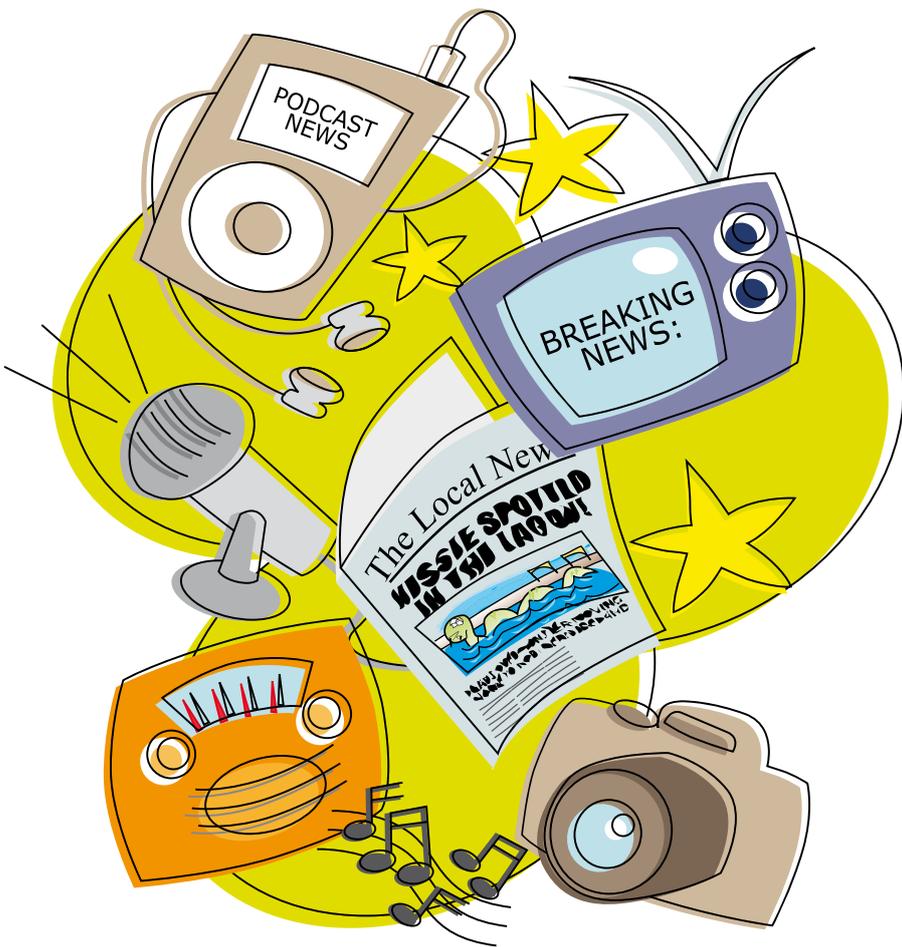


Key Stage 2 Years 6 & 7

# In the News



## focus

In the News reflects upon the power of the media on our lives today. Children are given opportunities to explore the rapidly changing world of technology.

### The Arts

- advertisements
- sketches
- storyboarding
- scriptwriting
- making props
- music from the past
- creating, performing and recording music

### Personal Development and Mutual Understanding

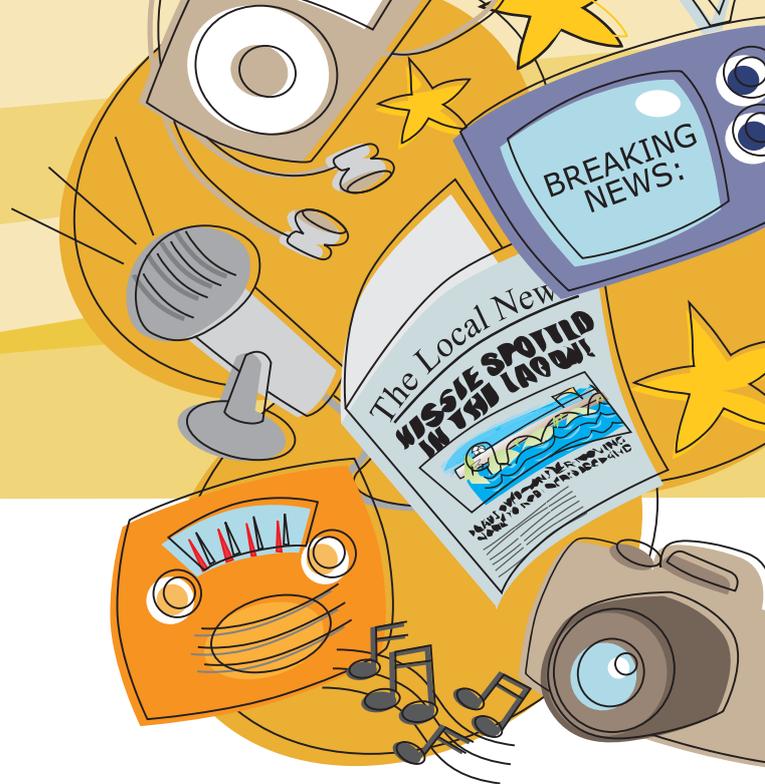
- 'In the News' notice board
- newspaper articles
- news in the media
- class newspaper
- news in the school

### The World Around Us

- place
- change over time

### Physical Education

- power of the media
- sporting stars
- participate in a sporting event
- movement to music



# Contents

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## focus

In the News reflects upon the power of the media on our lives today. Children are given opportunities to explore the rapidly changing world of technology.

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Personal Development  
and Mutual Understanding

The World Around Us

Physical Education

## Take 1, And Action

### Suggested Learning Intentions

- Know that sketches can be used to visualise ideas.
- Understand the importance of perspective and scale.
- Be able to produce a detailed storyboard.

### Suggested Activities

Use traditional and digital resources to research an event from the news. Decide what the positive aspects would have been for different people involved in this scenario.

Think about which points would be important if you were trying to advertise this event. Discuss the target audience for the advertisement and how an advertisement would have to differ for a range of different people.

In groups, generate ideas for creating a simple television advertisement that could have been used to advertise/promote this occasion.

As a group, decide what work needs to be completed on 'set' and the role of each person. Visualise your ideas through sketches after researching costume, scenery and music.

Write a script for the people involved in the advertisement. Divide the script into small sections for storyboarding and include notes on the storyboard in order to organise characters, actions and sequence of events. Add the script and describe the type of shot (for example, close up or long shot to establish a scene) on the storyboard.

## Take 2, (Scenery) And Action

### Suggested Learning Intentions

- Be familiar with the work of famous artists.
- Know that the work of others can be used to inform own thinking.
- Be able to select appropriate media for a task.
- Be able to use 2 and 3 dimensional media.
- Know how to mix and match colours.

### Suggested Activities

Refer back to the storyboard for the advertisement and discuss with your group what scenery or location should be used.

As a group, decide on the setting for the advertisement and sketch the scene adding notes to clarify the types of materials, colours and objects to be used.

Using the sketches and storyboard for reference, collect the materials to make the background and props required for the advertisement. Create a large backdrop using frieze paper and paint and mix and match appropriate colours for scene. Add details such as, people, buildings, reflections, animals and birds using small brushes (pay attention to scale). Use a range of 2 and 3 dimensional media to create props.

Come together as a class to discuss everyone's work and modify the work if required.

Finish by using a digital video camera to record the advertisement, paying attention to composition, such as, one third sky, two thirds water/land.

## Take 3, (Music) And Action

### Suggested Learning Intentions

- Know how to use music to create effect and atmosphere.
- Be able to plan, perform and record appropriate music.

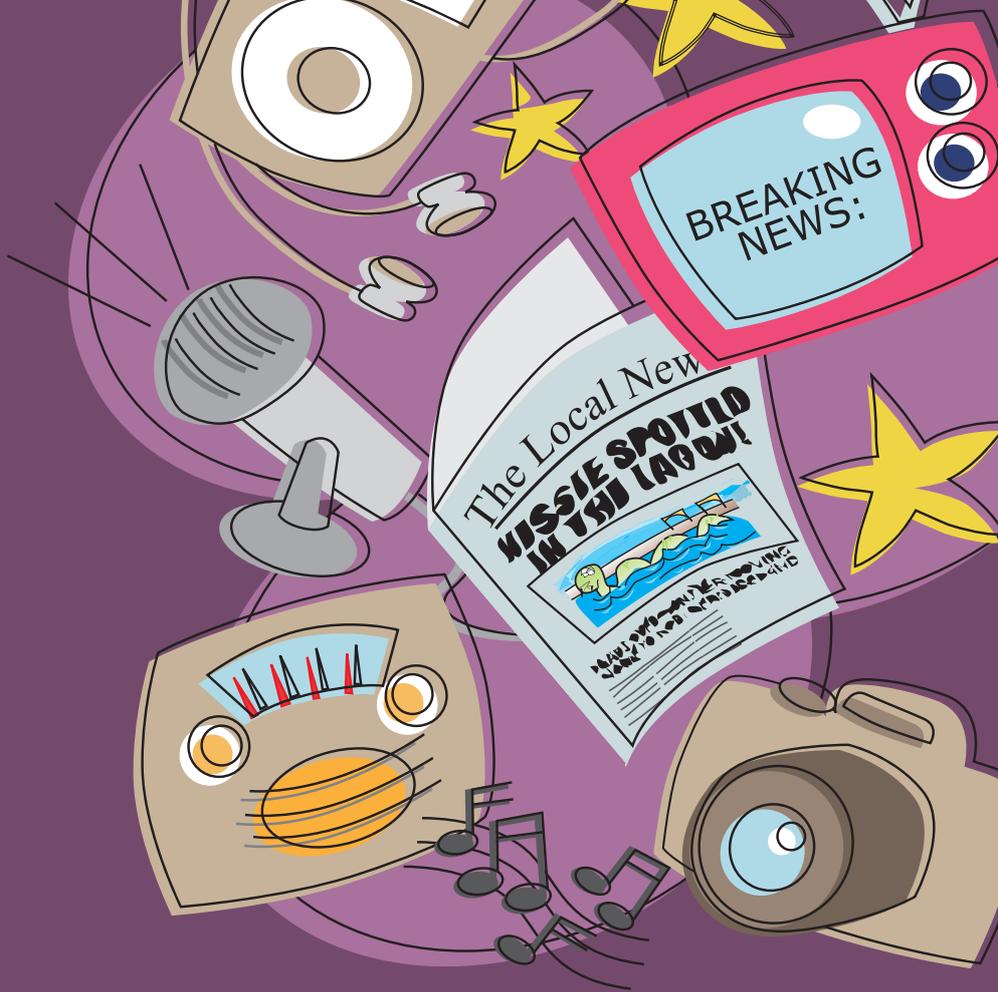
### Suggested Activities

Discuss the purpose of music in film.

Using traditional and digital sources, research music associated with a particular period of history. Discuss the music found and when and where it may have been used, for example, parlour and music hall music, music associated with the different classes of people from that era, or relating to the traditional background of those people. Reflect on the atmosphere and mood created by each piece and decide if it is suitable for the particular advertisement. Apply this knowledge in deciding where best to use music in the advertisement. (Add notes to storyboard.)

Consider issues such as timing, duration and the use of different pieces of music. Record and insert the music needed for the advertisement on the timeline and playback to check timing, volume and pace. Add voiceovers and sound-effects where appropriate.

Evaluate the completed advertisement and discuss how the music was composed.



## focus

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# Personal Development and Mutual Understanding

- 'In the News' notice board
- newspaper articles
- news in the media
- class newspaper
- news in the school

The Arts

The World Around Us

Physical Education

## What's in the News?

### Suggested Learning Intentions

- Show awareness of current issues.
- Express personal and group views on topical, local or national issues.
- Write a short newspaper article about a topical issue.
- Compare and evaluate the ways that different sections of the media present information.

### Suggested Activities

As a class, brainstorm the different ways that news is communicated.

In groups, look at a range of newspapers. Ensure there is a mixture of newspapers – tabloid and broadsheet, national and local. Select an issue or a story of interest. Look for similarities and differences in the way the story is presented by the papers and distinguish between fact and opinion in the reports. Set up an 'In the News' notice board and collect and display headlines and articles that demonstrate different points of view. Share and discuss your findings with the other groups.

Discuss what news is and what we mean by bias. Discuss the phrase 'no news is good news'. Compare and discuss the headline stories in the different newspapers:

- What are the main news stories of the day?
- Is there agreement on the main stories?
- Is there any evidence of bias in the reporting?
- Is bias wrong in a news item? Why?

View a children's television news programme from the same day as the newspaper articles. Are the main stories the same as those in the newspapers? If not, why not? Contrast reports of current issues, for example, treatment of pop or sports personalities.

In groups, use ICT to contribute to a class newspaper. Write articles on areas of interest agreed by each group. Share your work with other classes.

# Making The News

## Suggested Learning Intentions

- Know that publishing information involves responsibilities.
- Communicate and express personal and group views.
- Know about the important role of the media in presenting information.

## Suggested Activities

Discuss what is in the news at school. Prepare articles and present the school news on a school website or in a school newspaper. Think about different ways of organising the news and information, for example, by date, event, topic and/or class. Ask for contributions from the whole school community and allocate pages to different groups. As a class, agree on how editing decisions will be made and what information to publish (perhaps by electing an editorial board).



## focus

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# The World Around Us

- place
- change over time

## The Arts

## Personal Development and Mutual Understanding

## Physical Education

## What Does The News Say About Me?

### Suggested Learning Intentions

- Be able to record, present and discuss information from a variety of sources.
- Know how to use findings to draw conclusions and make comparisons.
- Know about tourist attractions, including landscape features, in our locality.

### Suggested Activities

List the different types of news coverage, for example, television, radio, magazines, newspapers and photography. Discuss the different ways in which Northern Ireland is represented in the news. Email pupils in another school in Europe and find out their opinions of Northern Ireland. Find out how these opinions have been formed.

Research tourist brochures and newspaper advertisements that promote local tourism. Contact the Northern Ireland Tourist Board and Bord Fáilte to establish the factors that have had a positive and negative effect on tourism in Northern Ireland.

In groups, come up with six points about the local area that you would like to inform people about, consider for example, the landscape, famous people from the area or landmarks. Use ICT software such as Slideshow to design and create a presentation to promote a local area. To finish, email your presentation to a partner school.

# Winds Of Change

## Suggested Learning Intentions

- Be able to use sources of information to find out about an aspect of the past.
- Understand that there are similarities and differences between ways of life at different times.

## Suggested Activities

Discuss some major events that have taken place in the past, for example, the sinking of the Titanic. Use stimulus to encourage your ideas, for example, visit the Titanic exhibition at the Ulster Folk and Transport Museum.

Using traditional and/or digital sources, such as digital archives, research the ways in which events are portrayed. Present and share your findings with the class.

Make a list of recent major events. Watch news reports and collect newspaper cuttings on these events and compare the ways in which the media of today portrays such events. Discuss the ways in which they are reported.

Think about the story of the Titanic. Discuss how it would be reported if it happened today.



## focus

In the News reflects upon the power of the media on our lives today. Children are given opportunities to explore the rapidly changing world of technology.

## Physical Education

- power of the media
- sporting stars
- participate in a sporting event
- movement to music

## The Arts

## Personal Development and Mutual Understanding

## The World Around Us

## Be Active/Get Active

### Suggested Learning Intentions

- Be able to plan and participate in a sporting event.
- Know how to use the media to promote the event.
- Work with others, valuing ideas and opinions.

### Suggested Activities

#### A Sporting Event

Plan a specific physical activity or sporting event and if possible link it to a topical local, national or international event, for example, the Olympic Games or the Special Olympics, a World Cup, Wimbledon, an All- Ireland or Ulster/ Northern Ireland final. Consider all the things required to plan an event. Discuss with the rest of the class how you might promote the event using school and local media.

In groups, agree on the tasks to be completed before and during the event, including choosing the event, venue and date, agreeing the rules, sorting out teams/individual competitions, scoring, catering requirements, promoting the event, safety considerations, managing the day etc. Involve a well known sporting personality to help promote and raise the profile of the event. Run the sporting event, working closely with each other to ensure the event runs as smoothly as possible.

#### Physical Activity Day/Week

Plan a specific physical activity day or week to encourage the whole class, year group or school to be more active. Use the physical activity day to highlight the importance of physical activity on good health and well-being. Think about the type of activities that should be offered, many of which may not usually be considered within the normal curriculum time.

Use the power of the media to highlight the events. Advertise the day/week in the local school news bulletin, school website and local newspaper, and create posters to place in the school community. Invite local sports clubs and organisations to display the sporting activities they offer, or ask them to send a representative to speak to the school about the sporting activities available or provide 'taster sessions' for the school. Ask a local sporting star to speak to the class or school about their sporting life and on the importance of physical activity in their life.

#### NB:

*Encourage all children to walk or cycle to school if possible, and to participate in physical activity during break times and in after school activities. You may want to participate in an existing initiative, for example, 'Jump Rope for Heart', 'Walk to School', 'Dance to the Heart Beat' or ask the children to plan their own event.*

# My Sporting Hero

## Suggested Learning Intentions

- Identify a sporting hero.
- Recognise the power of the media.
- Be able to create a poster presentation.

## Suggested Activities

As a class, consider the main qualities of a sports star, for example, sporting qualities, role model for children, charity work, fashion sense etc. Discuss the influence of the media on the life of a sports star, with both positive and negative aspects being written about and the effect this might have on their sporting performances. Debate issues such as, should sports stars be on the front page of a newspaper just because they have got a new hair cut or a new house. What should the media be reporting on? Look at the similarities and differences in the way stories are presented.

Use traditional and/or digital resources to research information about a chosen sports star. Decide on the positive aspects of a sports star and create a simple poster presentation to highlight their sporting star. Share your poster and ideas with the rest of the class.

**NB:**

*For some children, their sports star may be someone in their local community, for example, a local soccer, hockey or Gaelic football star, while for others it may be a national or international star, for example, David Beckham or David Healy.*

# Contribution to the Development of Skills

Throughout the areas within this ICL there are opportunities to provide experiences which help to develop the skills of Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.

## Communication

- Use a wide range of sources to locate and make use of relevant information.
- Talk for different purposes using a widening vocabulary.
- Structure and sequence talk to take account of audience.
- Identify the main features of texts.
- Begin to make inferences and draw conclusions.
- Explore and develop ideas and respond to others' points of view.
- Present and communicate work in a range of forms and a variety of ways.
- Organise and structure work independently.
- Check their work for accuracy and redraft to improve meaning.

## Using Mathematics

- Measure, using correct notation and read scales with an appropriate degree of accuracy.
- Make sensible estimates, and where appropriate choose and use metric units.

## Using ICT

- Research, select, edit, organise and present information/assets using a range of digital sources.
- Process found or self-produced assets, including text, number, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose.
- Communicate and develop ideas by creating and editing text onscreen, combining this with appropriate selected images and/or sound.
- Use contemporary digital methods to communicate, share and exchange information with peers.
- Investigate and solve problems in a digital environment.

## Thinking Skills and Personal Capabilities

**Managing Information:** Asking deeper and wider questions to clarify the task, to plan and to set goals. Having a sense of audience and purpose. Developing methods for collating and recording information and monitoring progress on a task.

**Thinking, Problem-Solving and Decision-Making:** Identifying patterns and relationships. Explaining and justifying methods, opinions and conclusions. Making and testing predictions, and linking possible causes and effects. Discriminating between fact and opinion. Understanding more than one point of view. Examining options and weighing up pros and cons. Trying alternative solutions and approaches.

**Being Creative:** Experimenting in a playful way. Seeking out problems and challenging the routine method. Seeing opportunities in mistakes and failures. Building on own and others' ideas and experiences, using all the senses. Experimenting with different designs, actions and outcomes. Valuing other people's ideas.

**Working with Others:** Becoming independent. Understanding and responding to feedback. Taking responsibility for tasks and roles in groups. Working to reach agreements and beginning to manage disagreements.

**Self Management:** Becoming self-directed by working on own. Working towards personal targets. Evaluating what they are learning and comparing their approaches with others. Identifying how their learning might be the same/different in different contexts

## Suggested Resources In the News

Digital Resources	
ICT Software	Suggested Websites
	<p>BBC Northern Ireland Learning www.bbc.co.uk/ni/learning</p> <p>British Heart Foundation www.bhf.org.uk</p> <p>Learnthings – Persuasive Writing resource www.learnthings.co.uk</p> <p>Media Education www.mediaed.org.uk</p> <p>Museums and Galleries of Northern Ireland www.magni.org.uk</p> <p>Online newspaper for children www.childrens-express.org</p>
Traditional Resources	
Books/ Teaching Materials	Audio/Visual (Media Texts)
<p><b>Active School Resource Packs</b>, British Heart Foundation, 2001</p> <p><b>The Computer Age</b> Rhys Lewis (Hodder Wayland, 1991) ISBN: 07502 0139 8</p>	<p>'Media', BBC Television, Spring 2004 including:</p> <ul style="list-style-type: none"> <li>• Newsreader – A Day in the Life of ...</li> <li>• Sports Report</li> <li>• Show Time</li> </ul> <p>(Teacher's notes and interactive pupil material are available on the BBC website.)</p>
Organisations	
Useful Contacts	Places to Visit
<p>Advertising Standards Authority 71 High Holborn LONDON WC1V 6QT 020 7492 2222</p>	<p>Ulster Folk and Transport Museum 153 Bangor Rd Holywood BT18 0EU 028 9042 8428</p>

*Please note that the above resources are those that have been recommended by teachers who have contributed to the development of this ICL. At the time of printing, the suggested websites were live.*

