

The Boy at the back of the Class

Lesson 8: The Media

22 World Wide Whispers 23. Brendan the Bully and the
Breaking News 24 The Interview

Aim

To explore the power of the media, investigate

<u>Focus theme for this lesson:</u>	<u>Issues to discuss:</u>	<u>Skills developed:</u>
The Media <u>Themes Explored in chapters</u> <u>21 – 24:</u> <i>Fake News</i> <i>Sensationalising</i> <i>Different Truths</i>	<i>Interpreting the news</i> <i>Chinese whispers</i> <i>Fake News</i> <i>Sensationalising</i> <i>Different Truths</i> <i>Royalty</i> <i>Royal Traditions</i> <i>The power of headlines</i> <i>Losing the truth</i>	<i>Interpreting tone</i> <i>Team work</i> <i>Discernment</i> <i>Integrity</i> <u>Expressive Arts Skills:</u> <i>Voice Skills</i> <i>Movement Skills</i> <i>Creating Tableau</i> <i>News reading</i>

E's and O's: Refer to Overview

Resources: Group work stations. Camera facilities. Computers. Flip charts. Stationary. Headline Sheets.

The Media

Complete task A for the following chapter titles, using your knowledge, chapter headings and your summary to decide what is happening in each of the photos:

World Wide Whispers
Brendan the Bully and the Breaking News
The Interview

'Sometimes I think everyone likes to believe a lie even when they know it's a lie because it's more exciting than the truth.'

Think about Jennie who we met at the beginning of the book. She made up stories and spread 'fake news' about Ahmet. What is 'fake news'? Why do you think Jennie did this?

Task: Chinese Whispers. The whole class sits in a circle. The first whisperer is chosen to start the Chinese whisper. A whisper can be made up or given by the teacher. Discuss.

Task: Three people came to the door after they saw the news on telly – Mrs Gillingham, Mrs Rashid and Mr Greggs. In groups of six, hot seat these 3 characters.

Task: The narrator's mum switched the telly on to three different channels to hear the news. Look at resource sheet 8a.

In groups of 4, 3 people read out one of the news reports on the sheet. Discuss these in detail using the questions at the bottom of the sheet.

Task: In groups, pupils should create a still image of what an accompanying photograph might look like, thinking about what the report conjures up in your head as you imagine the scene. Each tableau should have three people in it – you can choose who the characters are going to be. The fourth person will be the narrator. As pupils form each picture, they stay frozen while the narrator reads out the news item.

Share these with one other group of four. When they are presenting to the other group, that group should discuss what they see and write a headline to match the picture – as if the narrative is now going to be in a newspaper. What would the headline be under that photograph? Repeat with the other group presenting and the first group writing the headlines.

Share with the rest of the class. As a class, discuss:

1. The power of an image
2. The power of the headline
3. The effect it has on the viewer.

Task:

'They were just kids', Stan said cheerfully.

*'And you didn't get the impression they were planning any sort of protest or attack?'
asked the reporter.*

*'I didn't get that impression,' said Stan, 'because that wasn't what happened. You can ask
me another five times though - if you like!'*

Task: Resource Sheet 8c The London News: Read through the London News article

Task: Resource Sheet 8d Brendan the Bully: Look at the Headlines from the paper. In groups of 4, create the frozen tableau representing the photograph which each of the headlines refer to. Then in pairs write a short paragraph to accompany the headline and the picture. Make it very dramatic and sensational. Present one or all of these to the class. Discuss how each of those groups looking at the others felt about what they saw and heard. What effect might it have?

Task: Resource Sheet 8d and 8e Mr Fry and the parents' response

Task: The whole class gets together to discuss and agree on their Take-Aways from this lesson, writing them on the flip chart.

1.

(Her voice was warm) 'Today an incident at Buckingham Palace added an extra few steps to the Changing of the Guard ceremony, as a nine year old child ran out and intercepted one of the Queen's Coldstream Guards. It transpired that the child in question wanted to hand in note to the Queen, **appealing** for help on behalf of refugee boy searching from his parents following their joint escape from the ongoing conflict in Syria. We are expecting an official response from Buckingham Palace later this evening'.

Tone of Voice: _____

Facial Expression: _____

2. 'The Queen's Guard had an unexpected encounter today, as a young child broke through the barriers during the famed Changing of the Guard ceremony. It is said the **attack** was made in protest against the government's poor handling of the refugee crisis'.

Tone of Voice: _____

Facial Expression: _____

3.

'A nine year-old-child sparked a **terrorist** alert today after disturbing the Changing of the Guard ceremony, and raising wider questions about security'.

Tone of Voice: _____

Facial Expression: _____

Questions for discussion:

1. As far as you know from your knowledge of the story, are each of these a true interpretation of what happened?
2. What words stand out to you in each of these three different reports?
- 3.

When you are creating a dramatic Tableau, you should consider each of the following to make the best image you can.

Facial Expression

Levels

Gesture

Posture

Eye Contact

Body language

Direction

Physical Shape

Proximity



Yesterday afternoon saw a centuries-old tradition in disarray, when the Changing of the Guard ceremony was disrupted by two nine year old children. Breaking through the barriers they attempted to give one of Her Majesty's palace guards a written note, asking the Queen to help them find the family of a refugee boy known only as 'Ahmet'.

The decisive action of these children have served to remind us all of the shameful hesitancy and fear which often govern our actions - and those of our government.

So who is Ahmet, and where is his family?

This paper is determined to help. And urges our readers, our leaders and our politicians to do what they cannot not only find this young boy's missing family, but reunite them here on UK soil.

Perhaps it is the actions of these children which will inspire political bodies across the world to finally heed the plight of refugee children everywhere. A fitting testament indeed, to a young boy - whose story we have yet to learn - made infamous by a daring act of true friendship. We appeal to all of you to not let the brave actions of these children be in vain. Help us find Ahmet's family!

'Video of Bully Attacking Refugee Boy Sparks Outrage'

'Teacher Stands Aside as School Bully Threatens Refugee Boy'

'School Bully Trash Talks Refugee Child'

'No More! Refugee Influx Flooding Britain'

'Britain's Needs Must Come First!'

MP Fry labels Buckingham Palace Kids "Radical Refugee Terrorists"

'AHMET: THE MOST FAMOUS REFUGEE BOY IN THE WORLD

EXCLUSIVE: THE CHILDREN BEHIND THE BUCKINGHAM PALACE PROTEST

PARENTS UNITE TO FIGHT AGAINST RACISM % CHAMPION REFUGEE RIGHTS

22. World Wide Whispers

'reporters.....Some of them are good people doing their job, but some of them have absolutely no scruples! - Mum

'I think there are two types of being scared in the world. The first type is when you do something wrong..... then there's another type of scared. It's when something you never ever thought would happen, suddenly does.' - Alexa

'Ahmet is very lucky to have friends who are so passionate about helping him find his family.' - Mrs Sanders

'There is a whole world of people who are whispering Ahmet's name and trying to think of how to help.....' - Mrs Khan

23. Brendan the Bully and the Breaking News

'Bullies that just talk are better than bullies that actually punch because words don't hurt as much" - Alexa

'Words can stick around for a long time.'

'...never ever hate someone, because hating someone can eat up your insides and gives you heart disease.' - Alexa

24. The Interview

'The gates.....they should be kept open for everyone like Ahmet'

'We should all help anyone who's a refugee.' - Mum

'I happy to have
best friends on planet.' - Ahmet

'The entire world is full of hearts searching for a place to call home. Refugees don't just look for a home – they look for peace too. And because of that they possess the most special hearts anyone could ever have.' - Mum

'By us sharing our story, lots more people will be talking about it, and that has to be a good thing...' - Alexa