**F2F Lesson Plan**

**Module: Introduction**

**Lesson 3: What influences our opinions?**

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| **Aim** | To identify and evaluate influences that help to shape our opinions and view of the world. |
| **Learning Objectives** | * Identify the different influences that shape our opinions: our ideas, experiences and beliefs
* Put in order our influences, identifying the most influential
* Be respectful of the views of other people
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| **Success Criteria** | * Students can identify the different influences that shape their opinions, including their own religious teachings and beliefs.
* Students can answer the question “what influences me?”
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| **Key vocabulary** | Faith Influence Evaluate Opinion Interpretation Persuade/ Persuasive Rank |
| **Starter**  | 1. Students view the three images and write down any words/phrases that come to mind. Ask students to feedback, thinking closely about evaluating their suggestion; *why* is that particular word chosen? What connections can I make to the chosen word and image? |
| **Main activities** | 2. In groups, students list the major influences that have been identified in this activity *(the power to sway/ persuade/ affect someone/ something)* 3. On the [template](Handprint.doc) of a hand students outline five factors that they consider to be influences on their opinion. Once they have completed this, they should outline the most influential factor and write it in the palm. Then they add explanatory notes for each, eg my mother because…..Possible influences:* Friends (peers)
* Experiences
* Family members
* Faith
* Religious leaders
* Historical figures
* Contemporary figures
* Media: print (newspapers, magazines, books, pamphlets), radio, TV, Internet, film
* Education/ teachers

4. Collect feedback from Students, and either emphasize (or introduce, if necessary) the importance of the Media (media is more than the television: print media, radio, films, internet etc )If you think it is necessary briefly outline what is meant by the ‘media’. In four corners of the room, clearly identify four areas: “agree”, “slightly agree”, “disagree” and “slight disagree”. For each of the following statements, students move to the sign which best matches their view. The statements:1. *“Most of my information about the world comes from Newspapers.”*
2. *“The Internet is becoming the most dominant influence today.”*
3. *“TV programmes, such as soap operas, do not influence as they are purely made for entertainment.”*
4. *“Everyone should have free and fair access to the different media so they can make decisions for themselves.”*

Ask students about why they are at that particular corner. They must be ready to justify their choice. 5. Students view extracts, from different sources, on the same issue showing the headlines about Obama’s inauguration. They compare and contrast the views in groups and evaluate how the media can influence our opinions. What would they know (or not know) if they only saw one source? |
| **Plenary** | 6. Split the class in two. One group puts their *hands* (paper ones) into the middle of the room. Members of the other group pick a hand from the pile. They have to find the hand’s owner and have the influences stated on the hand explained to them by the hand’s owner.(NB – Keep the completed hands, they will be useful for lesson 5). |
| **Extension/ Differentiation** | Students could read about a story from the national media at the time. They then create two headlines which, focused on the same story, can potentially shape the audience’s opinion in different ways. Here, students are focusing on persuasive language. |
| **Resources** | [Template](Handprint.doc) of a hand per student – in officeObama handout per pair – in office[4 signs](Agreement%20continuum.doc): “Agree”, “Slightly agree”, “Slightly disagree” and “Disagree” – one set per teacher – in officeLesson 3 Power Point (emailed and on J drive in CS folder) |
| **Further study ideas** | Students could research their own example of similar stories that are reported in different ways to show how the media can influence one’s opinions.  |

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| **For more advanced students** | Raymond Bradbury’s novel *Fahrenheit 451* (published in 1953) is the story of a world in which books are banned and in which firemen are employed to burn secret libraries in a society where reading literature is illegal. Variously described as a novel against censorship or more lately by Bradbury himself as a prediction that television would destroy people’s desire for reading, the novel is thought to have been inspired by the book burning of the Nazis at the beginning of Hitler’s rise to power in Germany in 1933. What would the World be without books?For more information on Bradbury’s *Fahrenheit 451* (the title comes from the temperature at which paper is said to ignite), visit <http://www.ipl.org/div/litcrit/bin/litcrit.out.pl?ti=fah-198>  |