



Learning Scotland





**Forward plan** English Language 5-14**Programmes 1 and 2 Newsmaker in the news**

Strands	Pupil experience: what pupils should learn	Resources	Assessment
	By participating in the activities linked with the programme pupils will		Pupil self-assessment:



## Presenter's questions

### Part One

- Do you think it is important to find out about other countries?
- What do you find interesting about other countries?
- Can you imagine what it would be like to live in Iraq?
- Are there some things that are the same everywhere?
- What about people, are we all the same really?

### Part Two

- Was it right for America to push democracy onto an Arab culture?
- Do we in the West understand the Arab culture?
- Are we making decisions on what is right and wrong without having knowledge about the culture?
- Are there some things we should all believe in, no matter where in the world we come from?
- Or does where and how you are brought up mean that you will think differently from someone in another part of the world?

### Part Three

- Do you think that being shot will change Frank Gardner's view of the Middle East?
- What would you think if something like this happened to you?
- Can you imagine how you would feel if you were attacked by people you were trying to help?

## Activities

### Part One

#### 5Wj Jlm% @gmb UbXBchY

Worksheet 1 is designed to be given to the pupils before listening to the first section of Programme One. This activity should help the teacher enhance the children's listening opportunity by asking them to focus on a section of an interview and note down points of importance and interest. The pupils should be making notes while listening to the programme. Depending on the pupils' abilities and past listening and note taking experience, the teacher may wish to allow the children to listen to the section of the programme more than once.

#### 5Wj Jlm& :fUe. HY7fUXYcZ7lj ]'nU}cb

After the programme, the teacher may wish to develop the note taking activity by using Worksheet 2. The pupils should be given the opportunity to digest the information they have gathered in their notes, make choices and then apply what they have learned by designing an information poster about Iraq. The template on Worksheet 2 can be enlarged to enable a group of children to work together on their poster. Before starting the activity, the teacher should elicit from the pupils the meaning of the phrase, 'The Cradle of Civilisation' and why it has been used to describe Iraq. The pupils can then choose a few pieces of information they gathered in their notes to create an information poster about the contributions Iraq has made to civilization.

#### 5Wj Jlm! . GmiYUbX8fYgg

For the 'Style and Dress' activity the children should work on their own individual sheet. However, to use this as a talking activity, it is important for the teacher to use the worksheet as a follow up to a class discussion. The activity is designed to help children highlight some of the differences between the West and the Middle East. It is suggested

that the teacher gathers a variety of pictures showing children and adults in traditional Kurdish dress and displays these. Encourage the children to look carefully at the Kurdish clothes and to think about why certain pieces of clothing may be worn. Allow the children time to discuss the clear difference between what children in Kurdistan would wear to school and what children in Scotland wear to school. These ideas can then be consolidated by using Worksheet Three.

### 5Wlj |lmí. Ei Yh|cbgzei Yh|cbg

The final activity linked to part one of programme one can be used in a variety of ways. The children should work with a partner or in a small group to devise a list of questions they would like to ask a boy or girl from Iraq or another Middle East country. The groups should be encouraged to work on this task independently, with the teacher taking a supporting role, helping the members of the group to understand the factors that can help or hinder group work. The teacher can place a limit on the number of questions that the group are allowed to ask, increasing the need for the group to work together and come to an agreement.

To give context to this activity, pupils can then give their questions to a child now living in this country who has originally come from the Middle East. You may have children from the Middle East in your own school. If not, it may be possible to contact another school which does have children from the Middle East who may be able to answer some of the groups' questions.

### Part Two

#### 5Wlj |lmí. .< Uj Ynci < YUX3

Before listening to Part Two of Programme One, give a copy of Worksheet 5 to each of the pupils. The first activity is another note taking exercise. The children are asked to listen to the interview with Frank Gardner and, while listening, note the things which he says he liked about the Middle East and why he wanted to work there. This activity gives the pupils an opportunity to listen to an interview and become familiar with this genre. After the interview, the pupils should set their sheets aside until the second break.

The second section of Worksheet 5 should be completed after the second break. Here, the children can note down ideas of what they would like to do when they are older. Encourage the pupils to enlarge on their reasons for wanting to choose to do a certain type of job or activity. Later on, this activity can be extended to develop the pupils' talking skills. Pupils should be able to talk about their opinions and feelings to an audience. The pupils should show audience awareness by including aspects of delivery which increase their success when speaking to an audience. (See *English Language 5-14: Audience Awareness Level D*)

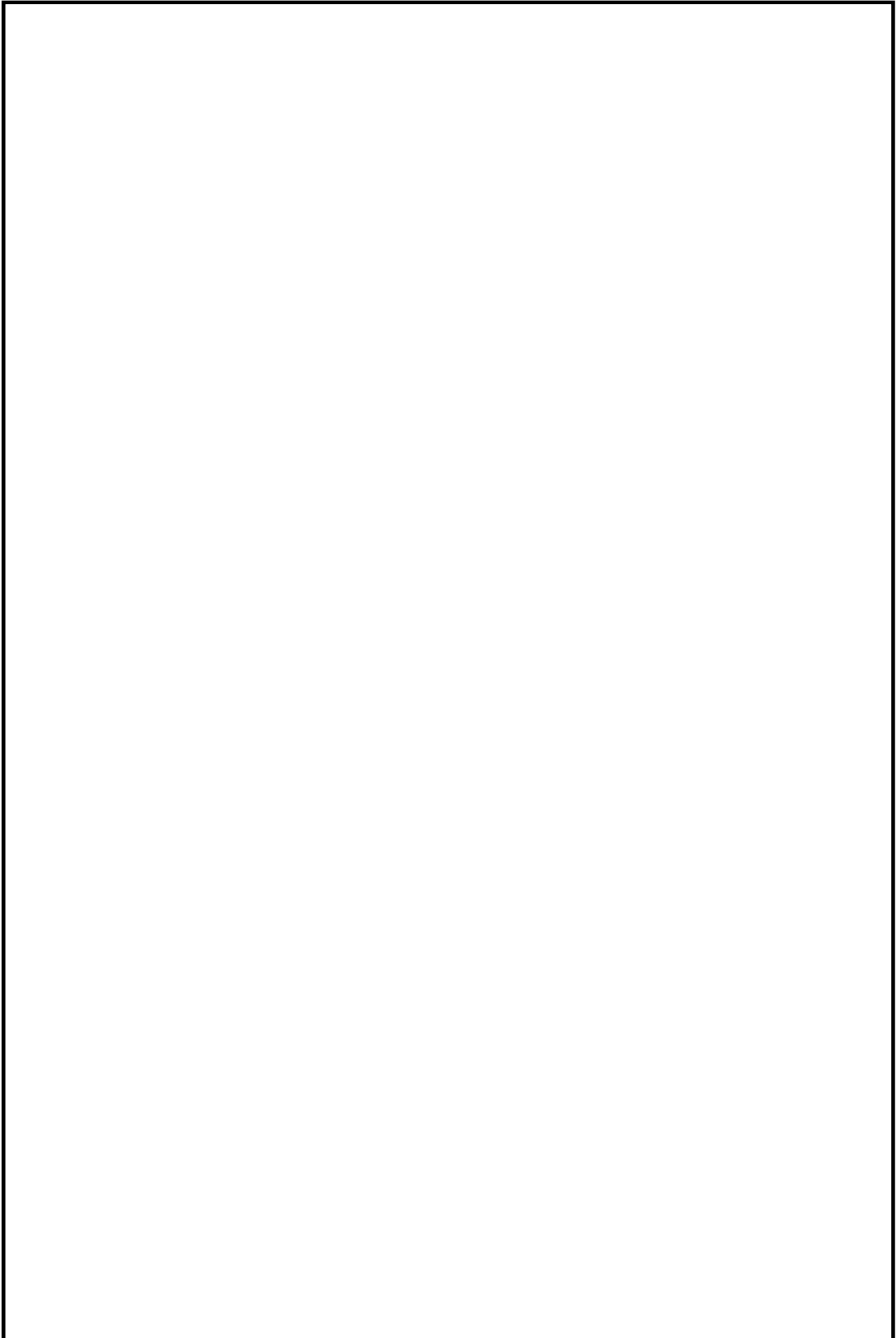
#### 5Wlj |lmí. .5[fYYcf'8]gUfYY

During Part two of programme one, the children are directed to think about whether there are certain things that everyone should believe in. To help with this, teachers can use either Worksheet 6, Worksheet 7 or both. Worksheet 6 consists of a list of ideas from the programme. Before the pupils try to make a decision about whether to agree or disagree with these ideas, the teacher should discuss with the class, the meaning behind

Worksheet 7 can be used instead of, or in conjunction with, Worksheet 6 Worksheet



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## Style and dress

Look at pictures of traditional Kurdish dress and the features of traditional Kurdish dress and the

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## Agree or disagree?

Do you agree that there are some things that everyone in the world should believe in? Or do you think that what you believe in depends on how you were brought up and where you come from?

Here are some ideas from the programme. Tick a box to show whether you agree or disagree that everyone should believe in them.

Torture is always wrong.  
It is always bad.

Everyone should have  
basic human rights.

The press should be free  
to report anything it wants.

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### Agree or disagree?

From talking about beliefs in class, choose some ideas that people might believe in.

After writing up to seven of the chosen ideas below, tick a box to show whether you agree or disagree that everyone should believe in them.

I think everyone should believe this.

I don't think everyone should believe this.

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## **Truth and consequences**

Think about what you have just heard. Frank Gardner has been critically wounded and his cameraman has been killed.



# Newsmaker in the news

— Transmission date 13 November 2008

## Programme content

### Part One

Programme Two starts with Frank Gardner telling the listeners about the shooting and what happened to him during and after. He explains why he is angry with the men who shot him as he was attempting to give a balanced report on the situation in Iraq. He spoke to them in Arabic and they shot him simply because he was white and western.

The listener then hears a news clip about a bombing at a Jordanian Wedding where the bride's parents and many other guests were killed. The couple, when interviewed, explained how they believe that they must forgive the people who did this to them.

**Stopping point:** *'Now it's your turn to talk!'*

### Part Two

The second part focuses on how we view ourselves. The listeners are directed to think about how people describe themselves to others. We hear from a Muslim comedian who tells jokes about being a Muslim woman, and we are prompted to think about whether it is all right to tell jokes about yourself even when it might not be acceptable for other people to tell

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**Part Two**

- Reporters have to tell the story truthfully but can they tell the story from all points of view?
- Is it okay to tell jokes about your own religion and beliefs?
- Can you think of a time you told a story from one point of view, completely ignoring the other? Why did you do that?
- Do you think reporters ever recount a story from a particular point of view?

**Part Three**

- Should we always believe everything we hear on the news?
- Some things are too controversial to show on the news — do you agree with this?
- Are there some things that we just shouldn't know about?
- Do you think we stop being shocked by these things if we see them on television too often?
- Should we be able to choose for ourselves what news we can view?
- Do you think it is true that 'Today's news is tomorrow's chip wrapper'?
- Does the news change anything? Is it important?

**Activities****Part One****Worksheet 9: Frank's Experience**

Worksheet 9 is a challenging activity. Through the programme, the pupils listen to Frank Gardner's experience of being shot. This activity sheet is to be used to help pupils respond to Frank's experience. They are asked to consider statements from his account and decide how they think he was feeling when he was recounting the shooting. It is important for the teacher to support the children in their responses and emphasise that they should consider how Frank was feeling when he was retelling his story. Consideration should be made of the language he uses and the tone of his voice during the interview. The activity is then extended by the pupils investigating some of the language used by Frank.

This activity can be completed by individuals, pairs, and small groups. Or, if the teacher feels that the children are in need of more teacher input, it can be done as a whole class activity.

**Worksheet 10: Forgiveness**

This activity is an optional extra. The subject of forgiveness can be explored by using Worksheet 10, as well as through class discussion. The pupils have heard an interview with Nadia and Ashraf, in which they learn that the act of forgiveness was of great importance to them. Through discussion, the pupils should be encouraged to take account of the views and attitudes of those involved in the bombing. The teacher should then encourage pupils to set their understanding of the interview against their own knowledge, experience and opinions.

**Part Two****Worksheet 11: Short Talks**

This activity is designed to create an opportunity for pupils to talk about experiences, feelings and opinions, and to show an awareness of the audience when giving a short talk. Pupils should complete Worksheet 11 individually. After they have done this, the teacher should give support by helping pupils to sort out what they want to say and to organise their short talk by using the notes from their Worksheet. Pupils should learn that when preparing their talk they must consider the purpose and nature of the audience.



## Shot – why?







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## The news debate

Plan your strategy for the debate.

**First speaker for the affirmative**

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Name

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Colour the traffic lights to show how you got on today.

If you could have done better, colour the top light **red**.

If you did quite well, colour the middle light **orange**.

If you did very well, colour the bottom light **green**.

Subject of debate:

Pupil's name

- Understanding of affirmative and negative positions
- Relevant information
- Clear and calm delivery
- Awareness of audience
- Introduction and conclusion
- Rebuttal
