**Lesson Plan Template**

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| Student Name: |  | | |
| Date: |  | | |
| Class: |  | | |
| Subject: | English (JC/SC) | | |
| Topic of the lesson: | Film and Media  **Counting on the Media, but who is Accountable?** | | |
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| Where does this lesson fit in the topic/unit being taught? | | | |
| In the Senior Cycle English syllabus the role of the media and film is significant, however this lesson can also be used for JC.  This lesson will focus on the role of media and how they give information to the public.  4.1 THE LANGUAGE OF INFORMATION | | | |
| What prior knowledge do students have about this topic? | | | |
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| Materials used during lesson: | | | |
| By teacher: | | | By students: |
| **MATERIALS:**  **TEACHER GUIDE ON FILM:** <http://www.filmeducation.org/pdf/film/HotelRwanda.pdf>  http://www.amnestyusa.org/sites/default/files/rwanda\_brochuredivided\_0.pdf  • The movie ***HOTEL RWANDA***  • 2 each: local newspaper, national newspaper and international newspaper  • News clips from 2 different news stations on the genocide   * copy of the Universal Declaration of Human Rights | | | Links for additional research:   * PBS/P.O.V website, Frontline’s “Triumph of Evil” * Human Rights Watch * www.pbs.org/wgbh/pages/frontline/shows/evil/ www.hrw.org/reports/1999/rwanda/ * Facing History and Ourselves: The Case of Rwanda Hate Radio www.facinghistorycampus.org * Frontline’s “Ghosts of Rwanda” * www.pbs.org/wgbh/pages/frontline/shows/ghosts/ * Amnesty International * www.amnestyusa.org/amnestynow/general\_and \_genocide.html * Crimes of War * www.crimesofwar.org/onnews/news-rwanda.html * Global Issues * www.globalissues.org/HumanRights/Media/ Propaganda/Rwanda.asp * The American University, Washington College of Law www.wcl.american.edu/humright/center/rwanda/ |
| 1. Aims | | In this lesson I will… | |
| Help students gain a deeper understand of the power of the media to inform people of local, national and international events and developments and to see how or if they inspire people to take action for that cause/event | | | |
| 2. Learning Outcomes | | At the end of this lesson, students will be able to…. | |
| (outline key ideas/concepts/content/vocabulary, use specific active verbs)  **L.O:**  1. To develop an understanding of the power media has to promote hateful actions and incite violence.  2. To analyze the role media has to inform and inspire action as it relates to human rights and humanitarian crises.  3. To explore how media is utilized today to inform people about domestic and international events. | | | |
| 3. Assessment How will students’ learning progress be assessed? | | | |
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| 4. Opening | How will lesson be introduced? What’s the ‘hook’? | | | |
| (Try to link to real-world application/ or prior knowledge)  **INTRODUCE:**  1. Have each student read the Universal Declaration of Human Rights. Ask them for their impressions of the declaration. Is there anything that stands out to them?  2. Have the students take out a blank sheet of paper. Prior to watching the movie, ask the students to consider the following questions: What role does the media play in their lives? Have they ever watched or read a story that made them angry or made them take action? Do they ever discuss the news or a show they watched with their parents? Friends? How far would they go to report a story?  3. Ask the students to think about the above questions as they watch the movie but from the perspective of the different characters in the movie.  4. View *HOTEL RWANDA.* | | | Timing: | |
| 5. Body of lesson *(include teaching approaches, when materials are used etc…)* | | | | |
| Teacher Activities | | Student Activities | | Timing: |
| **TEACHER:**  1. Organize the students into groups of 4-5 and ask them to discuss their responses to the questions from both their personal perspective and that of the characters in the movie.  2. Ask each group to report their responses. Note the responses on paper so all of the students can gauge the level of engagement and influence the media has on their peers as well as how their peers perceived the role of the media in the movie.  3. Give each group a newspaper and, environment permitting, a news clip to view.  4. Have each group look for local, national and international stories. Ask the students to answer the following questions: Do any of the articles pertain to human rights? How did those articles make them feel? Do they think that the reporter did a good job in reporting the story from a human rights perspective? If yes, how; if no, why not? Did the article make them want to take action?  5. Have the class select one national and international situation. In groups, have the students research the situation and then write an article covering that story based on their research and their understanding of the situation.  **EXTENSION ACTIVITIES:**  Ask the students to listen to two different news radio stations. Have them look for the same information as they did for the print and television news and report back what they found | | **CRITICAL QUESTIONS FOR STUDENTS TO THINK ABOUT AND DISCUSS**  1. How were words and images in the media presented in the movie?  2. What was the response from different characters in the movie from the hotel staff, the people in Kigali and the rest of Rwanda, the foreign nationals, the foreign press, the UN, the international community to the following: the information coming across the radio in Rwanda; the attitude and perception of the foreign journalists in Rwanda; the reporting out of Rwanda to the international community; the news coming into Rwanda from outside of the country?  3. What was the rest of the world watching, reading and listening to during the genocide in 1994?  4. Who is accountable for the actions and inaction of the media?  5. What should we expect from the media; how can we hold them accountable?  6. What is the level of public responsibility when issues are brought to light by the media? | |  |
| 6. Closing | How will lesson be closed? | | | |
| **CLOSE:**  6. When the students have completed their articles, have the students share their articles and as a class discuss the following:  • What was compelling about the stories they selected to write about? • What sources of information did they use to research the stories? • What was the most challenging aspect of this assignment? • The most interesting aspect?  • The most rewarding aspect?  • What was their goal in writing the story?  **7. Wrap up points:** A great deal of research has been done on the role of media in influencing how people respond to, engage in and take action on issues that affect them. In the case of Rwanda, the media was used to instigate and fuel the genocide. As well, because of a lack of understanding, foreign journalists initially reported on the story as a tribal conflict. In addition, the danger to the journalist of getting real footage was tremendous. | | | | |
| 7. Self Evaluation | | | | |
| How did the lesson go?  Were learning outcomes achieved? To what extent? |  | | | |
| What would you do differently next time? |  | | | |
| What can you learn from this lesson? |  | | | |
| You might consider areas such as student understanding, motivation, clarity of instruction, student involvement, learners’ ability to transfer new knowledge to different situations, teaching methods, discipline, resources, surprises and/or unexpected student behaviour | | | | |