

Unit 9.3: *The Influence of the Media*

Globalisation and diversity - can we have one without the other?

About the Unit:

This unit provides the pupils with an opportunity to explore the impact of globalisation on the communication and practice of religion. It is intended that the unit should draw upon topical issues and pupils should be encouraged to reflect on events in the contemporary world and the ways in which members of the faith group may respond to these events; with consideration for the influence of modern technology and the media in shaping people's beliefs and attitudes. The unit also allows for an exploration of the impact of diversity beginning within the local community.

Where the Unit fits:

The unit builds on the work of Unit 9.2 *Sacred Earth* and provides a useful step towards GCSE Religious Studies, both full and short course.

Key Vocabulary:

inequality, diversity, fairness, globalisation, poverty, poverty of spirit, aid, charity, compassion, compassion fatigue, hypocrisy and terminology specific to religions studied

Suggested Resources:

a wide and balanced range of resources from different aspects of 'the Media'

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
5	Explain how religions have used the media to spread their message	Give reasons why religions should or should not advertise through the media
6	Evaluate the ways religions are trying to increase their membership using the media	Using appropriate evidence and reasoning explain why religions believe it important to spread their message
7	Explain and analyse the influence of modern technology on the ways in which beliefs, ideas and philosophies may be transmitted	Using appropriate evidence and reasoning respond to the question: 'How might globalisation affect the transmission of religious beliefs in the future?'

Points to Note/Further Suggestions:

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection and Response	Teaching Activities
Pupils should have opportunities to:	Pupils should be able to:	Pupils should be able to:	
<p>PEOPLE</p> <p>2) Examine how people communicate their religious beliefs, ideas and traditions</p> <p>3) Study the relationships, conflicts and collaboration within and between religions and beliefs</p> <p>WRITINGS</p> <p>4) Consider the effect of globalisation on the communication of religious beliefs and teachings</p>	<p>d) Investigate the influence of modern technology on the ways in which religious beliefs, ideas and philosophies may be transmitted</p>	<p>c) Explore the potential challenges and tensions of membership and mission</p> <p>e) Reflect on the effect of religious diversity on human relationships personally, locally and globally</p> <p>d) Evaluate the impact of transmitting sources, texts and authorities in the contemporary world</p>	<p>Connect</p> <ul style="list-style-type: none"> • What inspires, influences and affects young people today? Invite pupils to consider the range of influences in their lives from a local, national and global perspective, e.g. what they read, see, hear, eat, think, where they go and who they interact with. • Evaluate the influence of modern technology in conveying ideas, beliefs, philosophies and religion. <p>Consider and Respond</p> <ul style="list-style-type: none"> • Identify and explore a contemporary issue highlighted in the Media and make a critical analysis of media coverage – can we believe what we hear? Question the objectivity of the reporting. • Find out what some key religious leaders have said about morality, e.g. “A man can possess the greatest mind and intelligence but have no morality” (Martin Luther King). Discuss what is meant by morality/a moral life. • Consider one contemporary issue or a common purpose such as poverty, natural disaster, prejudice/discrimination, and research the ways in which two or three different religions address the issues. • Identify the ways in which religions might come together to respond to an issue, e.g. inter-denominational/inter-faith marriage. Is there evidence of collaboration between religions? What might create conflict? How might they overcome conflict and work together to make a positive impact on the issue? • Look at the ways in which people from a range of faiths are brought together such as in school or in the local neighbourhood or the army and consider the challenge and tension of that situation. Consider, for example, what it would be like to be an individual in a new situation - e a pupil from another country, with a different language, culture and faith. • In what ways has the Media helped people who are away from their country, culture and religion to keep in touch with their faith and ideals?

Recommended teaching time: 1 hour per week over the term.
At least one visit to each section of the *Teaching Activities* is recommended.

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Pupils should have opportunities to:	Pupils should be able to:	Pupils should be able to:	
			<p>Celebrate and Reflect</p> <ul style="list-style-type: none"> • Illustrate by whatever means, the ways in which a negative event such as an international disaster has a positive effect in bringing religions, cultures and people together. • Does the immediacy of the media lend an illusion of dealing with an issue and then moving on? Can the issue ever be resolved? <p>Review</p> <ul style="list-style-type: none"> • Review support for charities such as ChildLine and Comic Relief. Why do people support these charities? Where does the money go? How do people know? Does their support make a difference? • Consider the inequality in your experience, within the local community, the nation and the world.

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