# Title: Religion and the media: Should the media treat religious people with respect?

**Key Questions:** What should we stand for? Does justice/fairness for me get in the way of justice/fairness for others? What do believers mean by justice and fairness? How do believers identify and understand the concept of truth? Is curiosity a good thing? When can looking back be a negative thing to do? Can we think of any examples of “Fake News”?

**Key Concepts:** media, social media, truth, justice, free speech, satire, humour, morality, offence/blasphemy

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| **Learning objectives** | **Activities** | **Resources** |
| To be able to discuss whether religious people/founders/  leaders should be treated with respect by the media | * Identify appropriate media images relating to free speech- students to speculate what the lesson is about. * Discuss what is meant by free speech. * Discuss how religious leaders such as Prophet Muhammad (pbuh) ﷺshould be treated by the media. Should the media be free to criticise/mock such figures? * Charlie Hebdo: what happened? Show video clip about the killings at the Charlie Hebdo offices in Paris. Discuss the issues. Use the quote (all or part) from the Daily Mail after the killings: “*But we believe passionately that if liberty is to mean anything, it must include the freedom to mock, offend or question the beliefs of others, within the limits of democratically decided law.*   *On any other day, the Mail would feel only distaste for a French magazine with a history of sniggering at faiths held sacred by billions worldwide.*  *But today, freedom lovers everywhere, whatever their religion, should proclaim the slogan of solidarity with the murdered staff of Charlie Hebdo: ‘Je suis Charlie!’*   * Compare the quote by Pope Francis: *If my good friend Dr Gasparri says a curse word against my mother, he can expect a punch. It’s normal. It’s normal. You cannot provoke. You cannot insult the faith of others. You cannot make fun of the faith of others.”* with Mehdi Hasan the British political journalist and broadcaster. On the BBC TV show “Question Time” he said: *"You have the right to break wind in a crowded lift. You just don't do it though do you? But if you do and somebody attacks you for it, that attack is**outrageous*…” * Use quotes from Marwan Gill’s article in ‘The Review of Religions’ * Listen to Western journalist Peter Oborne’s concerns about the use of the cartoons and Islamophobia * Students to write speech bubble responses to each quote * Watch the BBC show Big Questions about the Charlie Hebdo attacks- whose views do students sympathise with and why. * Create own Big Questions debate: Should the media be free to criticise/mock such figures? * Tell students that The Muslim Council of Britain have contacted them to ask them to write a speech about Islam and Freedom of speech. The speech should be aimed at teenagers. The following points should be addressed in the speech;   What Freedom of Speech is  Why Freedom of Speech is important.  Does Islam allow Freedom of Speech?  Why violent reactions to the cartoons of Prophet Muhammad ﷺ (pbuh)are against Islam.  Your own opinion using examples like Charlie Hebdo. | Free speech images chosen with GREAT CARE to avoid sensitivities. The Charlie Hebdo images remain controversial and we do not recommend their use.  [www.youtube.com/watch?v=N8YVAm3SrJ8](http://www.youtube.com/watch?v=N8YVAm3SrJ8)  or <http://www.bbc.co.uk/news/world-europe-30708237>  Daily Mail Editorial: <http://www.dailymail.co.uk/debate/article-2901368/DAILY-MAIL-COMMENT-murderous-attack-Western-freedoms.html#ixzz3OCe2A4Mi>  BBC report on Pope Francis  <http://www.bbc.co.uk/news/world-europe-30838667>  Marwan Gill: <https://www.reviewofreligions.org/24583/how-should-muslims-react-to-the-caricatures-of-charlie-hebdo/>  Peter Oborne: <https://www.youtube.com/watch?v=VXJyif92Anw>  Speech bubbles  Information about Islam and freedom of speech. |