



# Pestalozzi

## Training Resources

Diversity of world views and world  
knowledge in the classroom

World views and mass media in the classroom

by

**Author:** Cristina Palagniuc - Moldova

**Editor:** Olga Ferreira

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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**Theme:** World views and mass media in the classroom

**Title:** Can mass media help us to understand the world we live in, to develop our world views and our world knowledge?

### Expected outcome

- To encourage teachers to reflect on mass media's role in our society;
- To analyse and discuss the importance of media regarding the development of children's world views;
- To gain awareness and understanding of the media's impact on the formation of world views and world knowledge;
- To learn how to use media in the classroom, sharing experience with others.

### Target group

Type of training	School level / age	Subject area
Initial and in-service training	Secondary	Teachers of various subjects

### Brief description of the unit

The proposed activities aim to introduce participants to the concept of world knowledge and to reflect on world views in the classroom by using a tool that is part of today's world: the mass media. The mass media are a unique instrument to form, develop, create and change our own world views and world knowledge; they feed us with information, extend and deepen our knowledge. Thanks to mass media we have a better understanding of and learn more about our world.

It is a well-known fact that television brings the world to our living-rooms, giving us the opportunity to be well-informed. Consequently, everyone is free to choose and adopt various points of views, which can be sustained because it is easy to access a large amount of issues and information.

But while it is essential to enlarge our world knowledge, it is also crucial to develop a critical perspective (world view) on mass media, that includes the media tools themselves and also the strategies they use. To harmonise our world views and our world knowledge is essential because it helps us to live in harmony with ourselves and with this big world we live in.

## Methods/techniques used

- TV commercial
- The method “Six thinking hats”
- To create the perfect “TV channel”
- Role playing news
- PowerPoint: “World views and mass media in the classroom”

## Time 3h40

PowerPoint presentation “World views and mass media”	▶ 10 minutes
Activity 1	▶ 25 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 30 minutes
Activity 4	▶ 45 minutes
Activity 5	▶ 40 minutes
Activity 6	▶ 60 minutes
Evaluation of the training unit	▶ 10 minutes

## Resources

The six thinking hat method	Appendix 1
PowerPoint presentation	Appendix 2
The video: <a href="http://youtu.be/6U609uQ4Adw">http://youtu.be/6U609uQ4Adw</a>	
The video <a href="http://www.youtube.com/watch?v=ncR9vjPQu1Q">http://www.youtube.com/watch?v=ncR9vjPQu1Q</a>	

## Activity 1 Who are we, where are we and what are we doing here?



25 minutes

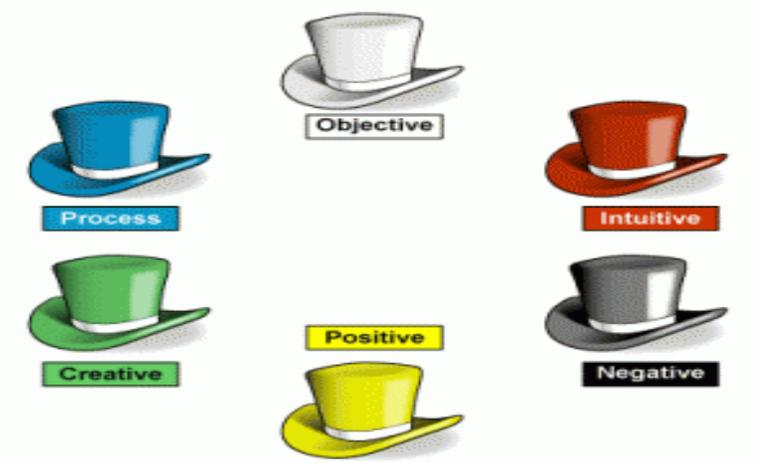
	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To introduce the participants to the workshop, creating a good atmosphere.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To promote the development of good relationships between the participants;</li> <li>➤ To ensure that trainees feel safe to share experiences and knowledge.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ A television commercial.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Paper,</li> <li>➤ Highlights,</li> <li>➤ Pictures.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ A large room (where chairs can be arranged in a circle);</li> <li>➤ Pictures upside down on a table.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. The facilitator greets the participants and guides them to the front of the classroom: <ul style="list-style-type: none"> <li>- there are pictures on the table which are connected with different world views and mass media;</li> <li>- the pictures are upside down;</li> <li>- each participant takes a picture and sits in a circle.</li> </ul> </li> <li>➤ 2. Then the facilitator asks the participants to comment on the pictures and express their feelings</li> </ul>	

<p>and expectations about the workshop;</p> <ul style="list-style-type: none"><li>➤ 3. Afterwards, the trainees are divided into groups of five and as the topic of the workshop is “mass media and world views” the facilitator invites all group members to introduce themselves in an unusual way;</li><li>➤ 4. Next, the trainer asks each group to create a two-minute advertisement to present themselves;</li><li>➤ 5. Different groups are invited to present their advertisements in front of the room.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ The facilitator may encourage participants to write bio-poems to present themselves;</li><li>➤ In order to achieve best possible results in the training unit, it is important that the facilitator encourages, supports and promotes the participants’ work in a positive way.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Can we use this activity in the classroom?</li><li>➤ Is it funny, enjoying, relaxing?</li><li>➤ What can we learn from this activity?</li></ul>	

## Activity 2 Six thinking hats talking about mass media



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To analyse and reflect on mass media's role in our society;</li> <li>➢ To make trainees think about mass media's impact in the formation of world views.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To learn to talk about mass media by using an interactive technique that facilitates learning in the classroom;</li> <li>➢ To gain awareness of the effects media have on people;</li> <li>➢ To explore the positive and negative effects of mass media in our society;</li> <li>➢ To understand the concept of "world view".</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ The six thinking hats;</li> <li>➢ Individual work and presentation in plenary.</li> </ul>  <p>The diagram shows six thinking hats arranged in two columns. The left column contains three hats: a blue hat labeled 'Process', a green hat labeled 'Creative', and a yellow hat labeled 'Positive'. The right column contains three hats: a white hat labeled 'Objective', a red hat labeled 'Intuitive', and a grey hat labeled 'Negative'. Each hat is shown on a matching saucer.</p>	

<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ Six thinking hats of different colours.</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ If the facilitator doesn't have the possibility to use real hats to put on, it is also possible to use pictures (hats) and to pin them on the chest</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. There are six thinking hats of different colours: blue, white, green, black, yellow and red;</li> <li>➤ 2. Each participant is given a hat and has a task to accomplish according to the colour of the hat (e.g. if the participant has the black hat, he/she has to talk solely about the negative aspects of mass media and the negative effects of media on society; if the participant has the yellow hat, then he/she has to talk about the positive aspects of mass media, and so on);</li> <li>➤ 3. The participants work individually for about 20 min., afterwards they put on the hats and present the information (20 min.);</li> <li>➤ 4. Participants receive the following hand-outs that will help them to understand the task they have to accomplish:</li> </ul> <p><b>White thinking hat</b> – the person who wears the white hat presents facts only, information and data. He/she must be neutral and objective. He/she will answer the following questions, giving a definition: What is mass media? What is a world view? What is the connection between these two terms?</p> <p><b>Yellow thinking hat</b> - the person who wears the yellow hat talks about positive aspects of mass media; he/she presents the beneficial traits of mass media.</p> <p><b>Black thinking hat</b> – this participant presents just negative aspects of mass media and the harmful effects upon society. He/she judges critically and presents just logical reasons; he/she spots the risks.</p> <p><b>Green thinking hat</b> – the green hat will present new options, new ideas. He/she answers to the question: what should we change in mass media? He/she presents new ideas, a list of solutions and opportunities how to improve mass media.</p>	

<p><b>Blue thinking hat</b> - the task of this hat is to control the process of thinking in order that the discussion becomes more productive. He/she comments and draws conclusions. He/she asks questions about mass media.</p> <p><b>Red thinking hat</b> - the person who puts on this hat expresses his/her feelings about the subject proposed: my feelings right now are very important... Feelings can change and it is not necessary to give reasons or to justify yourself.</p>	
<p>► <b>Tips to trainers/anticipated difficulties:</b></p> <p>It is preferable to start this activity with a PowerPoint presentation: “World views and mass media”. In this way, the participants will easily understand the topic. The presentation will help the participants to better understand notions such as world view, mass media and the connection between the two; it will help to precisely define the core concepts and some of the most common media terms (It should be noted that the technique “Six thinking hats” is a form of organisation of immense practicality; it enhances creativity and critical thinking. The method “Six thinking hats” was invented by Dr. de Bono in the 1980s. It is a framework for thinking and this technique is efficient because it allows trainees to explore all sides of an issue at the same time) :</p> <ul style="list-style-type: none"> <li>➤ The participants work in group of six. If there are 20 participants, three groups are formed. Participants work individually for 20 minutes and afterwards in their groups;</li> <li>➤ Each participant can use as many hats as he wants - if the participant wears the black hat but he wants to express his feelings towards mass media, of course, it is possible to change to the red hat;</li> <li>➤ Before beginning the activity the facilitator explains clearly the functions of each hat.</li> </ul>	
<p>► <b>Debriefing/reflecting:</b></p> <p>For debriefing, the facilitator uses a real hat. Questions are written on strips of paper and put into the hat; the facilitator walks around the room and kindly asks the participants to take a strip of paper from the hat. After giving the participants a while to think, the facilitator invites all participants to a fruitful reflecting and debriefing:</p>	

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>➤ Is it useful and efficient to use this technique in the classroom? Why? Why not?</li><li>➤ What is the media's impact on society?</li><li>➤ How do the media influence people? In which way? Have you ever felt manipulated? Do you think this happens?</li><li>➤ Can the media change or form world views? Why? What can you say about you?</li><li>➤ Could you give an example of a TV programme that helped you to form, or maybe change your world views?</li><li>➤ List the positive and the harmful effects of media. How do the media affect our lives?</li><li>➤ How did you feel during this activity? Did you like it? Why? Why not?</li><li>➤ What have you learnt during this activity? Does this activity help you to form an overall picture about mass media? Why? Why not?</li></ul> |  |
|--|--|

### Activity 3 Our ideal TV channel



30 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To realise that mass media are a tool that helps us to understand who we are because it mirrors us and our society;</li> <li>➢ To gain awareness that some TV programmes can contribute to the formation of our world views and can extend our knowledge;</li> <li>➢ To feel positive about the diversity of world views found in the media nowadays.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To create an eight to ten hour TV guide for a channel, invent a title and find a logo;</li> <li>➢ To highlight the world views we want our invented TV channel to reflect.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Create a TV program.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ The video: <a href="http://youtu.be/6U609uQ4Adw">http://youtu.be/6U609uQ4Adw</a></li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The computer for presentation should be prepared;</li> <li>➢ The room should be arranged so that participants can project their TV channels on the wall.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ 1. Watch the video, (proposed in the rubric: resources) and answer the questions: <ul style="list-style-type: none"> <li>- How do you feel about this video?</li> <li>- What are the key words? Famine, violence, war, global pandemic H5N1, economic crisis, car bomb in</li> </ul> </li> </ul>	

<p>downtown?</p> <ul style="list-style-type: none"> <li>- How are mass media presented in this video?</li> <li>- Would you like to change anything about the mass media today? (e.g. maybe it should contain less violence, crime, etc.)</li> </ul> <ul style="list-style-type: none"> <li>➤ 2. After discussing the video with the participants, the facilitator asks the trainees to talk about the type of television programmes they do/ do not like to watch;</li> <li>➤ 3. Afterwards, in groups of five, participants create an eight to ten hour TV guide for a TV channel, invent a title and invent a logo for the channel;</li> <li>➤ 4. Display the TV guides on the wall. One participant of each group presents their TV guide;</li> <li>➤ 5. Participants include the programmes they like in the TV channel; they are invited to be inventive, but should not forget about the world views, they want the TV channel to reflect</li> </ul>	
<p>► <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ The facilitator can give participants copies of TV guides. They select the most interesting programs and compile their own eight to ten hour TV guide for a new channel;</li> <li>➤ The facilitator can indicate what kind of channel the participants should create (e.g. for children, a scientific or a religious channel etc);</li> </ul>	
<p>► <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ What kind of programme should we watch in order to get correct world views?</li> <li>➤ Do you think watching TV is harmful for our children?</li> <li>➤ What are the factors that contribute to the development of our world views?</li> <li>➤ How can religious or scientific programmes change or form our world views?</li> <li>➤ Did you like this activity? Why? Why not?</li> </ul>	

This activity is taken from “Using Newspapers in the Classroom”, Paul Sanderson, Cambridge University Press, handbooks for language teachers, pg.184

## Activity 4 Is watching news without sound a challenge?



45 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To become aware that news broadcasted through different media helps us to know about the day-to-day events in the world;</li> <li>➢ To become aware of the diversity of world views and world knowledge the news can provide.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To learn to interpret the news;</li> <li>➢ To understand the news, the messages they send and their influence upon us;</li> <li>➢ To encourage participants to role-play the news;</li> <li>➢ To use role play as an efficient technique that promotes the diversity of world views in the classroom.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ Watching a funny, short news report, without sound and discussing it in plenary, paying attention to pictures;</li> <li>➢ Role play;</li> <li>➢ Plenary discussion.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ The video <a href="http://www.youtube.com/watch?v=ncR9vjPQu1Q">http://www.youtube.com/watch?v=ncR9vjPQu1Q</a></li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ The computer should be ready.</li> <li>➢ The room should be arranged so that participants can watch and interpret the news report.</li> </ul>	

<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"><li>➤ 1. Tell the participants they are going to watch a video, a news report, in a special way, without sound. Don't give them any task, they should just watch the video and discuss about it afterwards;</li><li>➤ 2. Show the video again. This time, ask participants to pay attention to the pictures and headlines. Participants hold discussions about what they have seen;</li><li>➤ 3. After watching the news without sound again, ask participants to interpret the news in a role play;</li><li>➤ 4. Show the video again, this time with sound, and discuss.</li></ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"><li>➤ Create a comfortable atmosphere by having fun together.</li></ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"><li>➤ Are the news biased?</li><li>➤ What is it like to watch news without sound? Is it interesting/ challenging?</li><li>➤ Do media present an unreal view of our world?</li><li>➤ Do media present an oversimplified view of life?</li><li>➤ How do people use and interpret the news?</li><li>➤ Can we use this activity in lessons? Is the activity connected with world views and world knowledge? In which way?</li></ul>	

## Activity 5 Are documentaries, quiz shows, cartoons, etc. a source of knowledge and views?



40 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To analyse and discuss the importance of documentaries, quiz shows, cartoons in the development of our world views and world knowledge in the classroom.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To explore the effects of documentaries, quiz shows, cartoons on the development of worldviews and world knowledge in the classroom.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Analysing and discussing;</li> <li>➤ Learning by doing.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ <a href="http://youtu.be/UUsKzbjL8Bs">http://youtu.be/UUsKzbjL8Bs</a></li> <li>➤ <a href="http://youtu.be/-YbUEZfJJJaQ">http://youtu.be/-YbUEZfJJJaQ</a></li> <li>➤ <a href="http://youtu.be/Eu-TKj-8p-8">http://youtu.be/Eu-TKj-8p-8</a></li> <li>➤ Paper, highlights</li> </ul>	
<p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ The computer should be ready.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. In this activity, three videos are watched in groups;</li> <li>➤ 2. The first group watches a sequence of a documentary; the second group a quiz show and the</li> </ul>	

<p>third group a cartoon (5 min.),</p> <ul style="list-style-type: none"> <li>➤ 3. After watching the videos, the participants are invited to create posters: <ul style="list-style-type: none"> <li>- The group “documentary” creates the poster called “The role of documentaries in the formation of worldviews and world knowledge”;</li> <li>- The second group creates the poster ”The role of quiz shows in the formation of worldviews and world knowledge”;</li> <li>- The third group creates the poster ”The role of cartoons in the formation of world views and world knowledge”.</li> </ul> </li> <li>➤ 4. Firstly, the groups analyse the videos, then they focus on the following questions: <ul style="list-style-type: none"> <li>- Can documentaries, cartoons, and quiz shows influence or form views and knowledge? Why? Why not? Analyse the role of documentaries, cartoons and quiz shows in the formation of world views and world knowledge.</li> <li>- Is it useful/ efficient to use documentaries, cartoons, quiz shows in the classroom? Why? Why not? The answers to these questions may be presented in the form of drawings or headlines; it depends on participants’ imagination</li> </ul> </li> <li>➤ 5. Secondly, the participants organise a gallery of posters; the participants walk around, analyse, discuss in groups, and afterwards write down their comments, thoughts, feelings and ideas about the posters individually</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Encourage and support the participants’ activities</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Can documentaries enhance the knowledge of children? Why? Why not?</li> <li>➤ What do you think, are cartoons just a source of entertainment? Can we state that cartoons are, as well, a source of learning for children?</li> <li>➤ Are children influenced/ affected by cartoons? Do they copy some characters from cartoons?</li> <li>➤ What is the role of cartoons in the formation of children’s world views and knowledge?</li> <li>➤ Are documentaries, quiz shows, etc. helpful in the process of education?</li> <li>➤ Do you use, for example, documentaries in class? In which way?</li> </ul>	

## Activity 6 Let's share our experience, views and knowledge!



60 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ To analyse the importance of using mass media in the classroom;</li> <li>➤ To realise the need of using mass media in the classroom as an efficient tool for the development of world views and world knowledge.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ To deal with some of the key issues of using media in the classroom.</li> </ul>	
<p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ Learning by doing;</li> <li>➤ Reflecting and debate.</li> </ul>	
<p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➤ A large piece of paper;</li> <li>➤ Highlights;</li> <li>➤ An evaluation grid.</li> </ul>	
<p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ 1. Begin the activity by asking two of the participants to play the role of a journalist and explain them that at the end of the activity they will interview the participants;</li> <li>➤ 2. Afterwards, divide the participants into groups of three;</li> <li>➤ 3. The participants are invited to participate in a TV program called “Pestalozzi” for Education Professionals. The participants are informed that today’s TV program is about mass media and world views in the classroom</li> <li>➤ 4. Participants are asked to explore the following questions, which are written on the board:</li> </ul>	

<ul style="list-style-type: none"> <li>- How can I use mass media in the classroom to develop world views and world knowledge in my students?</li> <li>- What technique/ method should I use to accomplish this task?             <ul style="list-style-type: none"> <li>➤ 5. Participants, in groups of three, think of a technique and write it on a large piece of paper;</li> <li>➤ 6. When the participants are ready, the facilitator proposes to begin the TV program;</li> <li>➤ 7. The participants present their techniques to the whole group;</li> <li>➤ 8. After presenting all the techniques, the journalists walk around the room and ask questions, for example:</li> </ul> </li> <li>- Which method, technique do you like most/least of all? Why?</li> <li>- Will you use this activity in your lessons? Why? Why not?</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ Use symbols of mass media for dividing participants into groups.</li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ The journalists, who are appointed at the beginning of the activity, prepare questions for debriefing.</li> </ul>	

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## Debriefing/ Evaluation and assessment

**10 minutes**

The facilitator gives each participant a sheet of paper (A4) divided into 4 parts. The participants write down their comments.

1.The organisation of the workshop	2. The utility of the information
3. What did you learn during the workshop?	4. Other suggestions

Thank you!

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## Appendix 1: The six thinking hat method



The **White Hat** calls for information known or needed. "The facts, just the facts."



The **Yellow Hat** symbolises brightness and optimism. Wearing this hat you explore the positives and probe for value and benefit.



The **Black Hat** stands for judgment, the devil's advocate, focuses on why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.



The **Red Hat** signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, hopes, likes and dislikes.



The **Green Hat** focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.



The **Blue Hat** is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.

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## Appendix 2: (Information written by Jerry Solomon)

### Power point presentation (texts for slides)

#### Slide 1: Mass media and world views in the classroom.

Mass media inform, educate and entertain people. They influence the way people look at the world and make them change their views. What is mass media? (Mass media is a broad term used to define any medium that conveys information to the public. Also referred to mass communication it includes newspapers, magazines, radio, television and the internet.)

#### Slide 2: What is a “world view”?

James Sire asserts that “A world view is a set of presuppositions or assumptions which we hold about the basic make-up of the world.”

Phillips and Browns state that “A world view is first of all, an explanation and interpretation of the world, and second an application of this view to life”.

#### Slide 3: Mass media shape our view of the world. (Do you agree or disagree with these statements?)

The media present an unreal view of our world.

The media present an oversimplified view of life.

The media desensitises its viewers.

#### Slide 4: Testing our world views.

World view should be rational. They should be supported by evidence.

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They should be consistent with what we observe.

They should not be contradictory.

They should give a satisfying comprehensive explanation of reality.

They should be able to explain why things are the way they are.

**Slide 5:** Holmes states the need for a world view is fourfold: the need to unify thought and life, the need to define the good life and find hope and meaning in life, the need to guide thought, the need to guide action;

**Slide 6:** World views play an important role in the whole educational process.

**Slide 7:** Six world views questions: Why is there something rather than nothing? How do you explain human nature? What happens to a person after death? How do you determine what is right and what is wrong? How do you know that you know? What is the meaning of history?

**Slide 8:** World knowledge.

**Slide 9:** Quotes about world view.

“Get correct views of life, and learn to see the world in its true light. It will enable you to live pleasantly, to do good, and, when summoned away to leave without regret.”

Robert E.