

St Oscar Romero: Truth in the media

Workshop aims: To introduce students to the topic of truth and misinformation in the media, to introduce/consolidate learning on St Oscar Romero, to educate on human rights in Latin America particularly in relation to mining.

Groups: Students can work independently or in groups of 4 or 5

Skills: Critical thinking and inference.

Time: 50 minutes

MATERIALS

Print A3 sheets

Powerpoint with 3 x videos embedded

A-Level only: Copy of CAFOD article

WORKSHOP TIMELINE

- Before lesson: Worksheet on desks and load powerpoint.
- Do It Now: Recall questions on St Oscar Romero. **(4 mins)**
- **Set the scene. (1 min)**
- Play Pablo's Interview. **(3 mins)**
- **Activity 1: Pick the right heading. (5 minutes)**
- Discussion and time for students to circle on their sheet. **(5 minutes)**
- Play Charlotte's Interview. **(1.33 mins)**
- **Activity 2: Pick the right by-line/caption. (5 minutes)**
- Discussion and time for students to circle on their sheet. **(5 minutes)**
- **Activity 3: Photograph.** Whole class discussion. **(5 minutes)**
- Play Paz's interview. (2.06 minutes)
- **Activity 4: Pick the right copy. (5 minutes)**
- **Debrief/Discussion (KS3: 7 minutes) (A-Level: 10 minutes).**

TOTAL: 49 minutes (KS3) 53 minutes (A-Level)

A-Level students only:

- Share CAFOD article on El Salvador.

FURTHER LINKS FOR TEACHERS

[CAFOD El Salvador country page](#)

[The Archbishop Romero Trust](#)

[Guardian article Misleading headlines](#)

[Pope Leo: 'No-one today can say, I did not know'](#)

[Media Literacy: Curriculum review](#)
[Human Rights Day \(2025\) CAFOD article](#)

[Catechism of the Catholic Church: Social Media](#)

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TEACHER ANSWER/NOTES

Heading A: Vague and open-ended. Headlines with questions confuse the reader.

Heading B: Click-bait. Designed to draw you in but no mention of impact on communities.

Heading C: Written by a CAFOD writer! Makes reference to the human rights defenders, the threat and the reason why they are advocating for themselves and nature (protecting our Common Home).

Heading D: Biased source and no mention on the impact on health, communities and the environment.

BYLINE/CAPTION A: CAFOD writer! Shows scale of problem, this isn't just an easy fix. Social issues affect environmental issues and vice versa.

BYLINE/CAPTION B: Factually accurate but giving no context on the reason for the petition or the danger in organising it.

BYLINE/CAPTION C: The words 'set to' are problematic. Predicting, not truth telling. This can heighten emotions.

PHOTOGRAPH A: AI generated image. Why would we use this image when we could use real images? How do we empathise with 'faked' images and fake people? It is not the truth and does not show dignity to the partners we work with.

PHOTOGRAPH B: This picture came from our partners. In some situations we would need to use an image without people to protect our partners.

PHOTOGRAPH C: This image came from our partners. It shows the rivers/water sources which are being affected by the mining. Therefore, this is more comprehensive for the reader to show the scale of the issue and the people involved.

COPY A: This extract has been signed off by CAFOD staff for young people in this workshop. We would ideally make it longer, and the full article is available. This raises interesting questions about length of articles/reels etc?

COPY B: Whilst some of the information in this is true, our article was predominantly focussed on mining therefore it's important the copy has the sharp focus. There is also a factual error (150,000 vs 130,000). Certain bits of key information have been left out which elevate the trustworthiness of the article e.g incarceration rates, quotes from the Church etc.

COPY C: Written by AI and condensed to fit a certain wordcount. There are certain indications that something has been written by AI so it's quite easy to spot for example, the use of em dash (—).

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Discussion questions:

- What have you discussed in your groups as to which is the correct answer?
- Why did you come to that conclusion?
- Is there anything missing from this headline/by-line/caption/copy?
- Is it factually accurate?
- Is it open ended?
- Does it give a clear direction for the article or could it be misleading?
- What could be potential issues with click-bait?
- Do we have consent for those images/quotes? (CAFOD gained consent)
- How are our partners being portrayed? (Resilient, determined, not angry or passive)
- What would St Oscar Romero advise in this situation? (St Oscar Romero did weekly re-caps of local news and issues in his homilies. He always started with scripture and ended with scripture.)

A-Level:

- What moral responsibility do we have to share the stories of those whose voices are being repressed?
- Why would the governments of Latin American countries fear human rights defenders?
- St Oscar Romero rooted himself in scripture to help him discern the correct response. Do you give yourself time to discern before responding?



Remarkable radio = £40

For many remote communities, radio is a remarkable tool of communication. This chatty charity gift can help raise awareness and support human rights defenders whose lives are at risk for defending their indigenous communities' rights to their land and for protecting the environment.

