

## CITIZENSHIP

### Informed citizens and the media - introduction

(“Pure drinking water” theme)

These learning materials support QCA Citizenship unit 9 at key stage 3 and elements of the key stage 4 specifications in England and equivalent learning in Wales, Northern Ireland and Scotland.

They allow students to:

- Look at the role of the media in society.
- Develop communication skills.
- Participate in discussions and express views that are not their own.

#### Lesson timing:

The bare minimum for the activities is shown for a single, 60 minute lesson. Spreading the activities over a longer period allows for more preparation, discussion and presentation time.

#### Activities in the lesson:

- Students look at and discuss critically a video programme on the role of chemicals in our daily lives and newspaper articles on the benefits and risks of purifying water by chlorination.
- Students present information on an issue relating to the expansion of a chemical factory.

#### Homework activity:

- Looking at current news stories and how they are presented in different newspapers.

#### The pack contains:

- Learning outcomes and curriculum links.
- Teaching and learning resources:
  - *Without chemistry, what would we be left with?* video programme on DVD (running time approximately 6 minutes).
  - Newspaper articles and analysis cards: *Killer chlorine in water supplies* and *Clean drinking water saves lives*.
  - Briefing cards for each of six different interest groups relating to the expansion of a chemical factory.
  - Homework / extension activity sheet.
- Lesson plan including teacher's notes.

**Note:** Video and support materials available at: <http://www.ciec.org.uk/molsmatter/molsmatter.htm>

#### Files on DVD applicable to this lesson plan

- Lesson plan – Citizenship at KS 3 & 4 – “Pure drinking water” theme, including facsimile newspaper articles, i.e. this document
- Video programme
- Internet links
- Background notes for teachers
- Feedback forms – teachers and students

#### To use the DVD

The video programme can be viewed on a domestic DVD player or on a PC or Apple Mac computer with DVD drive. Other files should be downloaded to a computer. The computer and any data projector / beamer or interactive whiteboard to which it is connected must be sound-enabled.



Developed by the [Chemical Industry Education Centre](http://www.ciec.org.uk), University of York. Produced with the support of the Royal Society of Chemistry, the Society of Chemical Industry and the Chemical Industries Association Young Persons' Network.



## Citizenship: lesson plan and teacher's notes – “Pure drinking water” theme

### Learning outcomes and curriculum links

#### England

##### Key stage 3 - QCA unit 09

##### Knowledge and understanding about becoming informed citizens

- 1) Pupils should be taught about:
  - h. The significance of the media in society.

##### Developing skills of enquiry and communication

- 2) Pupils should be taught to:
  - a. Think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
  - c. Contribute to group and exploratory class discussions, and take part in debates.

##### Developing skills of participation and responsible action

- 3) Pupils should be taught to:
  - a. Use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

##### Key stage 4

##### Knowledge and understanding about becoming informed citizens

- 1) Pupils should be taught about:
  - g. The media's role in society in providing information and affecting opinion

##### Developing skills of enquiry and communication

- 2) Pupils should be taught to:
  - c. Contribute to group and exploratory class discussions, and take part in formal debates.

##### Developing skills of participation and responsible action

- 3) Pupils should be taught to:
  - a. Use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own.

## Wales

### Links to PSE curriculum at Key Stages 3 and 4

#### Skills

#### PSE provision should enable pupils to:

- Listen attentively in different situations and respond appropriately.
- Communicate confidently one's feelings and views and maintain with conviction a personal standpoint.
- Critically evaluate others' viewpoints and messages from the media.
- Empathise with others' experiences and feelings.
- Make decisions and choices effectively.
- Work both independently and cooperatively.
- Manage time and meet deadlines.
- Make reasoned judgements.
- Take part in debates and vote on issues.

## Northern Ireland

### Links to Social and Environmental Studies curriculum at Key Stages 3 and 4

#### Learning for Life and Work: Local and Global Citizenship Strand

#### Young people should have opportunities to:

- Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation.

#### Learning outcomes:

- Research and manage information effectively, including number and statistics where appropriate (using the internet, newspapers, television, texts and ICT based sources) to investigate citizenship issues, explore problems, undertake action projects and make informed decisions.

Northern Ireland  
(continued)

- Communicate effectively in visual, oral, written and ICT formats, showing clear awareness of audience and purpose, for example, *in role play scenarios, presentations and other tasks*.
- Work effectively within teams, for example, *in planning and carrying out an Action Project*.
- Work independently to manage, evaluate and improve own learning and performance.
- Demonstrate creativity, initiative, organisation and perseverance in carrying out tasks and in developing own ideas.

Scotland

**Links to the Scottish Education for Citizenship curriculum (materials suitable for 14-18)**

**Areas of knowledge relevant to citizenship**

The role of the media and marketing processes in shaping public opinion and influencing individual and collective decision making.

**Generic skills relevant to citizenship**

**Core skills:**

- Communication skills (listening, speaking, reading, writing; visual and non-verbal), for example, being able to research, discuss and share information about social, political and community issues; being able to contribute to debates and discussions in ways that are both assertive and respectful of others' contributions.
- The ability to work well with others, for example, by participating willingly, confidently and constructively in team efforts.

**Other generic skills:**

- Decision-making skills, for example, making thoughtful and informed decisions in the course of being involved in political and community issues.
- The developing capacity to imagine alternative realities and futures that could benefit society and the environment.
- The ability to consider and empathise with the experience and perspective of others.

**Total time:**

60 minutes

Contents  
check-list ✓

Resources:

- *Without chemistry, what would we be left with?* video programme (running time approximately 6 minutes). Can be played on a domestic DVD player or a PC or Apple Mac computer with DVD drive. The computer and any data projector / beamer or interactive whiteboard to which it is connected must be sound-enabled.
- Newspaper articles: *Killer chlorine in water supplies* and *Clean drinking water saves lives*  
Make 10 copies of each.
- Article phrase cards and analysis sheets – make 10 copies of each.
- Interest group briefing cards – 1 set.
- Poster paper, overhead transparencies (and projector) and pens as required for presentation or poster.
- Homework / extension activity sheet.  
Suggested science- and technology-related topics for additional activities based on internet research.
- Lesson plan and teacher's notes.
- Background notes prepared for non-science specialists on chemicals and chemistry

Not supplied

Access to internet

Timing	Activity and teacher's notes	Resources
Start	<p><b>Introduction</b></p> <p>Lesson will look at how we acquire and interpret information on everyday things and issues that are important. Also, how this affects our opinions and behaviour.</p> <p>Question and answer on where we get information from. Note responses on the board. Typical answers will include: internet, television, advertisements, talking to friends, newspapers, television and radio.</p> <p>Summarise by saying that all these sources are produced by people. Is the information “good” (reliable, fair, comprehensive, truthful and balanced)? See how different sources can make the same information sound different, reflecting its own “angle” or point of view.</p>	<p>Answers onto board / overheads / interactive white board.</p>
2 mins	<p><b>Show</b> <i>Without chemistry, what would we be left with?</i> <b>video programme</b></p> <p>Before showing the video, ask students to indicate whether they use or do not use chemicals (e.g. by a show of hands).</p> <p><b>Discuss the video</b></p> <p>Ask students to think about who has made the video.</p> <p>What was the message? [That chemicals are a vital part of everyday life, both now and in the future. That they meet people's needs. That the chemical industry makes a valuable contribution to the country's economy and behaves responsibly.]</p> <p>Who is the video aimed at?</p> <p>Do the students believe the message?</p> <p>How do they think the message was influenced by the producers of the video?</p> <p>Was the video credible or not? Why?</p> <p>Would they do (or think) anything differently after viewing it?</p>	<p><i>Without chemistry, what would we be left with?</i> on DVD (running time approximately 6 minutes) Any data projector / beamer or interactive whiteboard connected to computer must be sound-enabled.</p>

Timing	Activity and teacher's notes	Resources
10 mins	<p><b>Information from newspapers</b></p> <p>Follow on from the video by looking at two contrasting newspaper articles: <i>Killer chlorine in water supplies</i> and <i>Clean drinking water saves lives</i>. Divide students into groups of 3 or 4.</p> <p><b>Read the two articles</b> These are based on actual newspaper articles but have been re-written to allow for use in the classroom.</p> <p><b>Analyse content of articles</b> Cut out the individual phrase cards provided in the pack. For each article, divide these into phrases which are “in favour of chemicals”, “neither for nor against” or “against chemicals” and arrange them on the analysis sheets.</p>	<p>Articles: <i>Killer chlorine in water supplies</i> and <i>Clean drinking water saves lives</i>.</p> <p>Phrase cards – copy and cut out. One set of each per group. Analysis sheets</p>
20 mins	<p><b>Discuss the articles</b></p> <p>Both articles deal with the same subject (the benefits and risks of purifying water by chlorination).</p> <p>Do both articles appear balanced? Which is broadly in favour and which is broadly against? Who do the students think have written the articles? (eg: Health campaigners, scientists, journalists?)</p> <p>Which parts of the articles appear to be facts and which are opinions? Who is trusted more – scientists, journalists, environmental pressure groups, company representatives? Do these people each have their own points of view that they are trying to promote? How do you judge what is the truth? Is there any absolute truth or is there some truth in all the points of view?</p> <p>Do children take clean water and good health for granted? Do they understand the difficulties experienced by children of the same age in some developing countries in getting access to clean water? Can they think of ways of supplying clean water to these countries without using chemicals? (This is not an easy question, because water is usually transported in plastic bottles which are chemical products. Chlorine is used to make some plastics, eg: PVC.)</p>	

Timing	Activity and teacher's notes	Resources				
25 mins	<p><b>Looking at the views of different interest groups</b></p> <p>This part of the lesson can be developed in several ways. Students work in groups to put forward a particular viewpoint on the question:</p> <p><i>Imagine that there is a chemical factory close to the school that makes chemicals used in water purification systems. These systems are used in developing countries to provide clean drinking water locally at low cost.</i></p> <p><i>The factory makes chlorine and wants to expand this facility to meet increased demand. Should it be given permission to expand its chlorine section?</i></p> <p>Divide class into six groups to represent the different points of view. Each group is provided with an interest group briefing card that sets out some of the ideas they may want to promote to further their case. Keep balance of "for" and "against" groups.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;"><b>In favour of the factory</b></td> <td style="text-align: center; width: 50%;"><b>Against the factory</b></td> </tr> <tr> <td style="text-align: center;">                     Regional job development agency                      Chemical company                      Clean Water Now charity                 </td> <td style="text-align: center;">                     Environmental pressure group                      Local residents                      Local newspaper                 </td> </tr> </table> <p>Each group then prepares a short presentation (2 minutes maximum) or posters to represent its point of view.</p>	<b>In favour of the factory</b>	<b>Against the factory</b>	Regional job development agency Chemical company Clean Water Now charity	Environmental pressure group Local residents Local newspaper	<p>Interest group briefing cards.</p> <p>Poster paper, overhead transparencies and pens as required for presentation or poster.</p>
<b>In favour of the factory</b>	<b>Against the factory</b>					
Regional job development agency Chemical company Clean Water Now charity	Environmental pressure group Local residents Local newspaper					



	<p><b>Homework / extension: views of the news</b></p> <p>Tell students to use the internet to visit the web sites of several daily newspapers. Include a mixture of newspaper styles. Students should look at the headlines for each publication. What are the subjects covered by each newspaper? How do they differ? Note the difference in content and style of what each information source reports. Students then reflect on whether they feel better informed and whether this has influenced their views.</p> <p>Look at a topical, industry- or science-related issue in the different newspapers, on web sites or television. (eg: BBC, ITV, Sky News, the Daily Mail, The Times, The Daily Telegraph, The Guardian, The Independent, the Financial Times and The Sun.) How is the issue reported? What points of view are being expressed? Are these related to particular interest-groups?</p>	<p>Homework / extension activity sheet</p> <p>Internet access</p>
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WaterAid



## Killer chlorine in water supplies

Chlorine in drinking water has been linked to an increase in birth defects. It is now time to ban this dangerous chemical in our water.

Doctors in Norway, Canada and the USA have reported an increase in babies born with the birth defect, spina bifida in areas that have chlorine in their drinking water. All drinking water supplied by the water companies in this country is treated with chlorine.

Scientists have already found a link between chlorine and increases in bowel, kidney and bladder cancers.

The *Daily Tremor* calls for this dangerous chemical to be removed from our water supplies.

The campaign group, Chemical-free Water Association, said that the results gave cause for concern. A spokesperson said, “We have been worried for some time about chlorine in our drinking water. There are safer alternatives such as treatment with ozone or ultraviolet light.”

Chlorine is used to make water fit to drink by killing bacteria that can cause deadly diseases such as cholera and typhoid fever. The World Health Organisation says that the risks from contaminated water supplies are far bigger than any risks to health from

the levels of chlorine found in drinking water. Chlorine is the only disinfectant that is effective right up to the tap.

But, chlorine is a very hazardous chemical. It was used as a weapon of war 100 years ago. Factories that store it must follow strict safety rules and consult people living nearby. Road tankers that carry chlorine must be marked with special warning labels. Environment groups say, “There are no known uses of chlorine we regard as safe”. They want an end to production of all man-made chlorine compounds.

Chlorine has no smell of its own but in swimming pools it reacts with body sweat to create the familiar pool smell. As swimmers know, high levels can cause eye irritation and even bleach hair.

Scientists explain that in water tanks and pipes it reacts chemically with leaves, moss and dead insects. This creates new chemicals that could be harmful. One is chloroform, which is known to cause cancer in rats and mice.

The *Tremor* says we should not put up with having this dangerous chemical in our drinking water.

## Clean drinking water saves lives

5,000 children a day die because of drinking dirty water. Scientists have developed a cheap and easy-to-use chemical treatment that could prevent these deaths.



WaterAid/Geoff Crawford

Scientists in the USA have invented a cheap and easy system for making dirty water fit to drink. A packet of chemical powder, costing just 7p, can turn 10 litres of muddy liquid into drinkable water.

The powder contains chlorine, a chemical that kills bacteria, viruses and parasites, as well as other chemicals that help to remove poisonous metals and mud. Using it could save the lives of thousands of people in countries where clean drinking water is not easily available.

To keep up with demand in Africa and Asia the American manufacturer hopes to increase production of chlorine at its factory in the UK.

Scientists based the water treatment on chemicals used to purify water in developed countries like Britain.

“Many people take clean water for granted. They do not realise how much their water has to be treated before it reaches the tap”, said Frank Thurman, of Water Waiter Technologies. “We have taken advantage of some of these chemical treatments to develop our water-purification packs.”

There are fierce arguments about the

use of chlorine in water treatment. Opponents say it causes cancer. Doctors think that chlorination could result in 1 extra case of cancer for every 100,000 people who drink treated water for 70 years. Supporters of chlorination accept that there is a small risk but say there are many more benefits than risks.

Each year, millions of people die from diseases caused by drinking dirty water. In 1991, the government in Peru said worries about cancer led it to stop adding chlorine to drinking water. Their decision was eventually reversed but in the next 2 years nearly 800,000 people became ill with water-borne diseases and over 6,000 of these died.

Catherine Dow, of the Water and Public Hygiene Institute said, “Since the introduction of chlorine disinfection, diseases transmitted by water have virtually been eliminated from this country. It has contributed to improved public health and longer life.”

The World Health Organisation estimates that over 2,000 million people do not have access to clean drinking water. When we turn on the tap, we should remember these people and the efforts made in purifying and supplying us with clean drinking water.

Phrase cards

## Killer chlorine in water supplies



### Killer chlorine in water supplies

Doctors have reported an increase in babies born with the birth defect, spina bifida in areas that have chlorine in their drinking water.

In favour of, neutral or against chemicals.

### Killer chlorine in water supplies

Scientists have already found a link between chlorine and increases in bowel, kidney and bladder cancers.

In favour of, neutral or against chemicals.

### Killer chlorine in water supplies

All drinking water supplied by the water companies in this country is treated with chlorine.

In favour of, neutral or against chemicals.

### Killer chlorine in water supplies

We have been worried for some time about chlorine in our drinking water. There are safe alternatives.

In favour of, neutral or against chemicals.

### Killer chlorine in water supplies

The *Daily Tremor* calls for this dangerous chemical to be removed from our water supplies.

In favour of, neutral or against chemicals.

### Killer chlorine in water supplies

Chlorine is used to make water fit to drink by killing bacteria that can cause deadly diseases such as cholera and typhoid fever.

In favour of, neutral or against chemicals.

### Killer chlorine in water supplies

Chlorine in swimming pools reacts with body sweat to create the familiar pool smell. High levels can cause eye irritation and bleach hair.

In favour of, neutral or against chemicals.

### Killer chlorine in water supplies

Chlorine is very hazardous. It was used as a weapon of war 100 years ago. Factories that store it must follow strict safety rules.

In favour of, neutral or against chemicals.

Phrase cards

## Clean drinking water saves lives



### Clean drinking water saves lives

A packet of chemical powder, costing just 7p, can turn 10 litres of muddy liquid into drinkable water.

In favour of, neutral or against chemicals.

### Clean drinking water saves lives

Using the powder could save the lives of thousands of people where clean drinking water is not easily available.

In favour of, neutral or against chemicals.

### Clean drinking water saves lives

The powder contains chlorine, a chemical that kills bacteria, viruses and parasites, as well as other chemicals to remove poisonous metals and mud.

In favour of, neutral or against chemicals.

### Clean drinking water saves lives

Many people take clean water for granted. They do not realise how much their water has to be treated before it reaches the tap.

In favour of, neutral or against chemicals.

### Clean drinking water saves lives

There are fierce arguments about the use of chlorine in water treatment. Opponents say it causes cancer.

In favour of, neutral or against chemicals.

### Clean drinking water saves lives

Supporters of chlorination accept that there is a small risk but say there are many more benefits than risks.

In favour of, neutral or against chemicals.

### Clean drinking water saves lives

Worries about cancer led Peru to stop adding chlorine to water. In the next 2 years 800,000 people became ill and 6,000 of these died.

In favour of, neutral or against chemicals.

### Clean drinking water saves lives

Since the introduction of chlorine disinfection, diseases transmitted by water have virtually been eliminated from this country.

In favour of, neutral or against chemicals.

Analysis sheet

### Killer chlorine in water supplies

In favour of chemicals	Neither for nor against	Against chemicals

Analysis sheet

### Clean drinking water saves lives

In favour of chemicals	Neither for nor against	Against chemicals

## Group briefing card

### Regional job development agency

Our job is to try and bring industry and employment into the local area.

Messages we want to promote:

- The extension to the chlorine section **should be built**.
- It will help to keep high-quality, high-technology jobs to the local area. Recently, some factories in the area have closed down and industries moved out.
- If we do not allow the extension it will be difficult for young and old people to find jobs in the area. They may need to move away.
- By making chlorine locally, we will avoid adding extra lorry traffic to our crowded roads.
- Chemical factories like this are highly regulated. We have looked at the plans for the extension. It includes the most modern equipment and we are satisfied that it will not mean more pollution.
- The factory is a good neighbour. It has very good emergency plans. It consults local residents and holds regular meetings with the local council to sort out problems.
- If the chemicals are not made locally, then they will be made in another country. That is not good for the overall economy of our region or our country.

## Group briefing card

### Environmental pressure group

Messages we want to promote:

- The extension **should not be built**.
- We want to see an end to production of all man-made chemicals that contain chlorine. They directly or indirectly cause lots of problems, e.g. increase the risk of cancer, cause harm to unborn children and thin the Earth's ozone layer which protects us from harmful rays from the Sun.
- We can already make all the chlorine we need in this country. There is no need to expand the factory to make even more chlorine.
- The chemical company wants the new section to increase its profits by not having to buy chlorine from a rival company.
- Increasing the chlorine production at the factory mean that it will also use more energy. It will release more carbon dioxide and this is causing global warming.
- Cholera and other diseases carried by dirty drinking water could be reduced by other methods. In developing countries, they could boil water before using it. Better housing and sewage treatment will also help to prevent contamination of drinking water.
- Water can be purified by using ultraviolet light treatment. This is safer than using chlorine.
- There are no known uses of chlorine we regard as safe.

## Group briefing card

### Clean Water Now charity

Messages we want to promote:

- The extension **should be built**.
- Clean Water Now and other charities need better ways of providing clean drinking water. The cheap and easy-to-use powder pack makes our limited money go further.
- Dirty water is the source of half the world's diseases. One child dies every 15 seconds from water-related sickness.
- Between 3 million and 4 million people die each year in developing countries from diseases such as cholera, dysentery and typhoid fever. These are caused by contact with contaminated water.
- The cancer risk from treating water with chlorine is very small. The risk from drinking dirty water is much greater and more immediate.
- The water purification systems that use the chemicals save the lives of people in developing countries. We should all do our best to help disadvantaged people in other countries.

## Group briefing card

### Local newspaper

Write some headlines for reports that could be in your paper.

You will need to explain to the class the way that you would report the news about the chemical factory extension. Would you be in favour of the extension, against it, or neutral and report the plain facts?

How do we report the controversy?

- You are under pressure to sell newspapers. Arguments can generate emotional and eye-catching headlines. Cancer and other life-threatening diseases are an issue. These can help to sell more papers.
- You do not have an opinion either way about whether the new section should be built. You know that your readers generally don't believe big-business and are more likely to trust environmental groups and charities. The environmental group is against the extension and the charity is in favour.
- Public opinion is divided. They know the factory uses hazardous chemicals but this company talks to the local community and is generally trusted.
- You decide it would be best for your paper to highlight the issues but not take sides too strongly.
- You decide to report all sides fairly: the company, the environmental groups, the charities and community leaders. You also check out all the facts before reporting them.
- Headlines containing bad news and scare stories help to catch people's attention and get them to buy your paper. So you decide to put the bad news in the main headlines.

## Group briefing card

### Local residents

Messages we want to promote:

- The new section **should not be built**.
- It is unfair to have the extension built in our area. We do not have a water quality problem. So why should we have all the dangers?
- Why should we have to put up with this to save the lives of people many thousands of miles away? We have to put ourselves first.
- The company is telling us that the only choice is between the new extension and having chlorine tanker lorries pass our doors every day. But they could close the section that uses chlorine altogether.
- Whatever they say about safety precautions, chlorine must be dangerous because it was used as a chemical weapon in the first world war.
- We do not believe it when the factory says there will not be extra risk. If the risk is so small, why do they have alarms and tell us to stay in the house and close all windows when there are problems?
- They say the extension is supported by the local residents' group. But half of these people actually work at the chemical factory. They do not speak for me and I do not agree with them.
- It's all right for the factory managers. They don't live near the factory. They are not affected if the alarm sounds during the night.
- Because the factory is automated the extension will result in only a few extra jobs and these jobs will probably go to outsiders.

## Group briefing card

### Chemical company

Messages you want to promote:

- The new section **should be built**.
- The water treatment packets are needed urgently to provide clean water in developing countries. We cannot keep up with this need without the new section.
- To keep us going we are bringing four tankers of chlorine a week from another factory 150 miles away. But this is expensive and means we have to store lots of chlorine at the factory.
- The new section will bring 10 new, permanent jobs. It will help to make the future of the factory safe for the long-term. This is good for the people who work here now and for local young people who will want jobs in the future.
- Building the new section will also create 30 new jobs for two years. These will mainly go to local people.
- Jobs at the factory help to support the families of the workers. People who come to the factory also provide trade that helps local shops to survive.
- We need to encourage science-based jobs in this country. It means that highly-qualified scientists do not have to leave this country to find work.
- The extension will be built to the highest standards. The rest of the factory will be upgraded. This will include extra precautions and systems to reduce leaks of hazardous chemicals.
- Our business is built on products to improve health and the environment and we want everyone to benefit, including people in developing countries.

## What are the headlines?

How do the newspapers report the news?

Do they all say the same thing? Are they all interested in the same stories?

1. Go to the first page for each of the websites shown on the right. They are all national newspapers available in this country.
2. Use the table below. List the three stories that are shown on their home page.
3. Think about the stories and the style of the headlines. Are all papers the same? Which ones do you think are the most serious? Which ones do you think are the most popular? Why?
4. Visit <http://news.bbc.co.uk/science>  
What is the main science story for today? Look to see if you can find it in the other newspapers. Think about how they report it?

**The Guardian:**

<http://www.guardian.co.uk>

**Daily Mirror:**

<http://www.mirror.co.uk>

**Daily Mail:**

<http://www.dailymail.co.uk>

**The Daily Telegraph:**

<http://www.telegraph.co.uk>

	Main stories
The Guardian	
Daily Mirror	
Daily Mail	
The Daily Telegraph	