Reporting
Islam

Rolling breaking story scenario training: Mosque Proposal

Trainer’s guide
The Reporting Islam Mosque proposal scenario trainer’s guide should be read in conjunction with the following documents located at reportingislam.org under the Curriculum tab.

- **Background** (contains basic facts and information about Muslims including demographic data about Muslims in Australia and impacts of poor reporting)
- **Mosque proposal training package** (this is the version participants would use).
- **Reading list** (appendix A in the trainers’ package).
- **Quiz** (appendix B in the trainers’ package)
Trainers’ guide for delivery of the Reporting Islam mosque proposal scenario.

Please read the following background and support material prior to the delivery of the training to participants.

This two-hour training package is designed to be delivered in conjunction (following) the delivery of the one-hour lecture provided as part of the overall trainers’ package.

While two hours is optimal for the delivery of the training scenario, it can be delivered in 90 minutes. A shorter delivery time will require educators/trainers to tailor it to the time limit, perhaps by reducing time spent on each of the five activities or cutting one of those activities for example the social media post activity.

Introduction and Background

The training packages and resources for the Reporting Islam Project were developed as part of a four-year project, led by Associate Professor Jacqui Ewart (2014-2018) and co-led by Professor Mark Pearson (2014-2016).

The Project set out to address the problematic ways that some Western news media portray Islam and Muslims, which has been well documented by researchers. Problematic representations of Muslims include falling back on negative stereotypes, conflating Islam with terrorism, a focus on conflict and portraying Muslims as incompatible with so-called “Western values”.

These types of portrayals:

- fuel animus directed at Muslims and decrease social cohesion; and
- are underpinned by ignorance of the Islamic faith and the diverse cultural practices of Muslims worldwide.

In addition it has been established that Australians know very little about Muslims and their faith (Dunn 2005, O’ Donnell, Davis et al. 2017), as do journalists (Ewart, O’ Donnell et al. 2017).

While researchers have invested considerable time cataloguing and describing the problematic way the Western news media portray Islam and Muslims, little time has been invested in how to change journalistic practices.

The Reporting Islam Project is a world-first because its focus is on developing a practical and evidence-based suite of resources for journalists to assist them:

- improve their baseline knowledge of Islam and Muslims;
- improve their knowledge of best-practice approaches to reporting stories about Islam and Muslims; and
- more accurately report stories involving Islam and Muslims.
The resources that have been developed and finalised are: a website; a mobile APP, fact sheets, a reporting handbook and two training curricula (centred on a mosque development protest and a terror arrest). These resources were developed by two former journalists turned journalism academics Associate Professor Jacqui Ewart and Professor Mark Pearson.

**Format of Training**

It is suggested that journalism educators/trainers direct participants to the readings (Appendix A) prior to the training session and workshop. The key readings are designed to help participants understand the scope of the problem, and how it can be addressed. It would also be useful for journalism educators/trainers to familiarise themselves with the key readings in order to be equipped to deliver the curriculum packages and to be prepared to answer questions from participants. It may be necessary to select key readings from this list for participants and they should be selected on the basis of either the year level of their course (for students) or their experiences (journalists).

This package is designed to be delivered as a rolling, breaking news story. Because of the nature of the scenario and its delivery, it is suggested that participants work in small groups of four or five. While there are no right or wrong answers, participants should be asked to justify the choices they make.

At the end of this package, there are some examples of the types of questions that participants have asked during the training, along with some additional points for guided discussion during the scenario.

**Trainers’ guide Mosques scenario**

1. Introduction and Background (as per this package)
2. Storyboarding scenario (choice of mosque or terrorism package. Mosque package)
3. Small post quiz if you have time/want to do this see Appendix B
4. Close and final Q and A

<table>
<thead>
<tr>
<th>Participant learning outcomes</th>
<th>Trainer tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aims:</strong> At the end of this two hour workshop, participants will be able to demonstrate:</td>
<td>Take trainees through learning outcomes.</td>
</tr>
<tr>
<td>• the ability to list at least three ways to improve the fairness and accuracy of a story involving Islam and/or Muslim people;</td>
<td></td>
</tr>
<tr>
<td>• the ability to identify a range of sources reflecting expertise and the diversity of Islamic beliefs and cultures;</td>
<td></td>
</tr>
<tr>
<td>• the ability to recognise and respond accordingly to information that could cause social division and isolation for some people if included in a news story;</td>
<td></td>
</tr>
<tr>
<td>• the ability to select pertinent and relevant information for inclusion in a rolling, breaking news story.</td>
<td></td>
</tr>
<tr>
<td>PARTICIPANT TASKS</td>
<td>TRAINER TASKS</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Welcome and Introduction to Session</strong></td>
<td></td>
</tr>
<tr>
<td>• Take participants through the background to the Reporting Islam Project (provided in this package), the problem i.e. poor news media coverage of Muslims and the format of the session.</td>
<td></td>
</tr>
<tr>
<td>• Get participants into groups or four or five, explain it is a group-based activity. Each group to select one person to take notes on the decision making process.</td>
<td></td>
</tr>
<tr>
<td>• Explain format, i.e. breaking, rolling story in a simulated live newsroom.</td>
<td></td>
</tr>
<tr>
<td>• Cut and paste storyboard exercise</td>
<td></td>
</tr>
<tr>
<td><strong>Read scenario outline</strong></td>
<td></td>
</tr>
<tr>
<td>You are a reporter for a local news outlet in Yourtown (radio with breaking news bulletins and updates and print with a strong online presence).</td>
<td></td>
</tr>
<tr>
<td>• This training is run like a live newsroom and you will receive information in the same way as you would in a live newsroom situation.</td>
<td></td>
</tr>
<tr>
<td>• You will be required to work with your group members to provide real time updates for your newspaper’s website or file regular radio bulletins with teasers for your station’s online site.</td>
<td></td>
</tr>
<tr>
<td>• These updates will include writing headlines and lead pars, selecting photos and deciding what quotes to use from various sources.</td>
<td></td>
</tr>
<tr>
<td>• Using the storyboard materials (either hardcopy butchers’ paper, copies of cut and paste materials, sticky tape, scissors, or electronic storyboard materials) provided by the trainers to plan your story as you are directed to the emerging tasks by the trainer</td>
<td></td>
</tr>
<tr>
<td><strong>Explain scenario to participants:</strong></td>
<td></td>
</tr>
<tr>
<td>• Take the participants through the scenario outline and ask if they have any questions.</td>
<td></td>
</tr>
<tr>
<td>• Get them to read through the background information in the mosque training package. This material is in the mosque training package and consists of council details about the proposed building construction. It is not the separate package on the website called Background which is about key aspects of the Islamic faith.</td>
<td></td>
</tr>
<tr>
<td>• Your role is to feed each task to the participants and get them to work on it.</td>
<td></td>
</tr>
<tr>
<td>• After each task there should be time allocated to discuss their choices about headlines, image selection, lead pars etc and to take them through the discussion points in this package.</td>
<td></td>
</tr>
</tbody>
</table>
### PARTICIPANT TASKS

<table>
<thead>
<tr>
<th>Task 1 Participants</th>
<th>TRAINER TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You have been investigating a story about a proposal for a mosque in Yourtown and you have a series of background documents about the proposal including planning documents submitted to Council regarding the proposal.</td>
<td>• Explain task – listed as Task 1 in training guide (and explained in participant column) it involves writing a headline and selecting an image. Get groups to cut and paste image onto their storyboard and write their headline once they have agreed as a group on the contents of the headline and which image is to be used (they can use more than one image).</td>
</tr>
<tr>
<td>• However, you are interrupted in the process of writing the first part of your story about the mosque proposal by your editor / producer / news director who tells you that there is a protest at the proposed site of the mosque where about 20 people have gathered, carrying placards and yelling.</td>
<td>• Remind participants to take notes on decision-making process and how they came to an agreement, what factors were at play in their choices.</td>
</tr>
<tr>
<td>• You go to the site at 27 Central Street and take/record these photographs/footage/actuality of the protest below.</td>
<td>• Set time limit (depending on training length) and keep participants to time.</td>
</tr>
<tr>
<td>• You take a head count of protestors and note that there are 21 people in attendance. You approached the organiser of the protest for comment but she asked you to call her later in the day.</td>
<td>• Debrief participants on task and tell them to keep debrief discussion in mind for next tasks.</td>
</tr>
<tr>
<td>• As you leave the site you notice an elderly woman watering her garden next door to the proposed mosque site and stop to grab some quotes from her.</td>
<td></td>
</tr>
<tr>
<td>• You return to the newsroom where your Editor asks you to write a headline for online news site and select an image or images to illustrate the teaser for the full story.</td>
<td>Points for debrief</td>
</tr>
<tr>
<td>• If your medium is radio you need to write a breaking news bulletin headline for the air and the same for your online radio site.</td>
<td>• Get each group to read out their headline and choice of image. Ask them to explain how they came to this decision.</td>
</tr>
<tr>
<td>• Be prepared to explain why you chose this headline and images.</td>
<td>• Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith). Check to see whether their headline and image selection:</td>
</tr>
<tr>
<td>• You submit your headline and image and your Editor reminds you to call the protest organiser for comment.</td>
<td>• Ensured the facts were provided in context and that images used were also in context.</td>
</tr>
<tr>
<td></td>
<td>• Avoided exaggerating information.</td>
</tr>
<tr>
<td></td>
<td>• Avoided negative labels and clichés.</td>
</tr>
<tr>
<td></td>
<td>• Avoided an us and them dichotomy.</td>
</tr>
<tr>
<td></td>
<td>• Avoided portraying Islam as a threat to national identity and way of life.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates sensitivity when reporting tensions between communities.</td>
</tr>
<tr>
<td></td>
<td>• Gives adequate consideration to the legal, socio-economic and political contexts in which the story is situated.</td>
</tr>
<tr>
<td></td>
<td>• Avoids using a tone of language that is emotive, immoderate, alarmist or abusive.</td>
</tr>
</tbody>
</table>

**NOTES:** A key issue that will arise is the focus on the protest with a potential for participants to fail to realise that 21 people protesting is not indicative of the population of Yourtown. They might chose to focus on a small but vocal group of protestors etc… But remind them fact based reporting is important.
<table>
<thead>
<tr>
<th>PARTICIPANT TASKS</th>
<th>TRAINER TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 2 Participants</strong></td>
<td><strong>Task 2 Trainer</strong></td>
</tr>
</tbody>
</table>
| • Following your first story task (headline and image selection about the protest) you call the protest organizer Ms Mishele Wattzes.  
• You also make a note to call the Chairman of the Islamic Centre. Your editor wants an updated story in a short time.  
• Using the supplied transcriptions from the protest organizer Ms Mishele Wattzes and the Chairman of the Islamic Centre Mr Syeid Mustaefa you need to select quotes to add to your running story about the proposed mosque.  
• You also look through your notes from your interviews with Dorothee Parker who lives next door to the site of the proposed mosque to consider including some of her quotes in this story update.  
Identify which quotes you would chose and be prepared to explain why you chose these quotes. | • Explain task (see participant task column and training guide)  
• Set time limit (depending on training length) and keep participants to time  
• Debrief participants on task and tell them to keep debrief discussion in mind for next tasks.  
**Points for debrief**  
• Get each group to point out which quotes and information they decided to use from which sources and in what order. Ask them to explain how they came to this decision.  
• Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:  
• Avoids quoting people with agendas to push, or at least acknowledges those agendas.  
• Provides the information audiences need to weigh the credibility of speakers such as funding from “think tanks” or vested interests.  
• Challenges assumptions underlying intolerant remarks made by sources in the course of interviews, news reports and discussion programs.  
• Assesses the bona fides of so-called experts.  
• Uses acknowledged academic experts because they are informed and provide balance.  
• Uses authoritative documents available in the public domain. |
| **Task 3 Participants** | **Task 3 Trainer** |
| • You approach your Editor and suggest there are some follow up stories that could be done about the mosque proposal. You wonder what community leaders have to say about the mosque proposal, and suggest interviews with:  
• The Mayor Donald del Llitzor;  
• The Chamber of Commerce President Dot Chenley.  
Your editor agrees that this is a good follow on the emerging story.  
• Select quotes from these two interviews to add to your running story.  
• Explain why you chose these quotes. | • Explain task (see participant task column and training guide)  
• Set time limit (depending on training length) and keep participants to time  
• Debrief participants on task and tell them to keep debrief discussion in mind for next tasks  
**Points for debrief**  
• Get each group to point out which quotes and information they decided to use from which sources and in what order. Ask them to explain how they came to this decision.  
• Points to raise during discussions. See if they considered the following points (which have
<table>
<thead>
<tr>
<th>PARTICIPANT TASKS</th>
<th>TRAINER TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:</td>
</tr>
<tr>
<td></td>
<td>• Avoids quoting people with agendas to push, or at least acknowledges those agendas.</td>
</tr>
<tr>
<td></td>
<td>• Provides the information audiences need to weigh the credibility of speakers such as funding from “think tanks” or vested interests.</td>
</tr>
<tr>
<td></td>
<td>• Challenges assumptions underlying intolerant remarks made by sources in the course of interviews, news reports and discussion programs.</td>
</tr>
<tr>
<td></td>
<td>• Assesses the bona fides of so-called experts.</td>
</tr>
<tr>
<td></td>
<td>• Uses acknowledged academic experts because they are informed and provide balance.</td>
</tr>
<tr>
<td></td>
<td>• Uses authoritative documents available in the public domain</td>
</tr>
<tr>
<td>Other considerations:</td>
<td>Did you consider linking to the mayor’s press conference on your website in full? Why/why not? Did you use the Chamber of Commerce President’s comments and why? Did you consider that they had nothing to do with her mandate/role and may not have a place in the story?</td>
</tr>
<tr>
<td>PARTICIPANT TASKS</td>
<td>TRAINER TASKS</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Task 4 Participants</strong></td>
<td><strong>Task 4 Trainer</strong></td>
</tr>
<tr>
<td>• As you finish filing the updates to your ongoing story your phone rings. It is the Australian Patriots and Soldiers for the Southern Cross spokesman Dale Evermore who has seen your breaking news stories and wants to add his two cents worth to the public discussion about the proposed mosque.</td>
<td>• Explain task (see participant task column and training guide)</td>
</tr>
<tr>
<td>• You interview him and just as you complete the call your phone rings again.</td>
<td>• Set time limit (depending on training length) and keep participants to time</td>
</tr>
<tr>
<td>• This time it is University of Yourtown professor of religion Dr Ahmed Saeed who wants to bring some perspective to the rolling coverage of the proposed mosque.</td>
<td>• Debrief participants on task and tell them to keep debrief discussion in mind for next tasks</td>
</tr>
<tr>
<td>• Select quotes to add to your rolling story/stories from the interviews with Dale Evermore and Dr Saeed. Be prepared to explain why you chose these quotes.</td>
<td><strong>Points for debrief</strong></td>
</tr>
<tr>
<td></td>
<td>• Get each group to point out which quotes and information they decided to use from which sources and in what order. Ask them to explain how they came to this decision.</td>
</tr>
<tr>
<td></td>
<td>• Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:</td>
</tr>
<tr>
<td></td>
<td>• Avoids quoting people with agendas to push, or at least acknowledges those agendas (Australian Patriots are not authoritative and they have an agenda to push, consider the worth and cost of including their comments).</td>
</tr>
<tr>
<td></td>
<td>• Provides the information audiences need to weigh the credibility of speakers such as funding from “think tanks” or vested interests.</td>
</tr>
<tr>
<td></td>
<td>• Challenges assumptions underlying intolerant remarks made by sources in the course of interviews, news reports and discussion programs.</td>
</tr>
<tr>
<td></td>
<td>• Assesses the bona fides of so-called experts.</td>
</tr>
<tr>
<td></td>
<td>• Uses acknowledged academic experts because they are informed and provide balance.</td>
</tr>
<tr>
<td></td>
<td>• Uses authoritative documents available in the public domain.</td>
</tr>
<tr>
<td><strong>Task 5 Participants</strong></td>
<td><strong>Task 5 Trainer</strong></td>
</tr>
<tr>
<td>• Your Editor now tells you there are social media posts awaiting moderation/selection on your newspaper’s online site/Facebook page.</td>
<td>• Explain task (see participant task column and training guide)</td>
</tr>
<tr>
<td>• Select which of the following social media posts you will use and be prepared to explain why you chose these.</td>
<td>• Set time limit (depending on training length) and keep participants to time</td>
</tr>
<tr>
<td></td>
<td>• Debrief participants on task and tell them to keep debrief discussion in mind for next tasks</td>
</tr>
<tr>
<td><strong>Points for debrief</strong></td>
<td></td>
</tr>
</tbody>
</table>

Mosque proposal scenario trainer's guide
<table>
<thead>
<tr>
<th>PARTICIPANT TASKS</th>
<th>TRAINER TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Get each group to point out which social media posts they chose to allow to be published and why</td>
<td></td>
</tr>
<tr>
<td>• Points to raise during discussions. See if they considered the following points (which have been distilled from the international literature on best practice in reporting news stories involving Muslims and their faith) in selecting quotes and information to ensure their choice:</td>
<td></td>
</tr>
<tr>
<td>• Avoids quoting people with agendas to push, or at least acknowledges those agendas.</td>
<td></td>
</tr>
<tr>
<td>• Provides the information audiences need to weigh the credibility of speakers such as funding from “think tanks” or vested interests.</td>
<td></td>
</tr>
<tr>
<td>• Challenges assumptions underlying intolerant remarks made by those posting on social media.</td>
<td></td>
</tr>
<tr>
<td>• Assesses the bona fides of those posting.</td>
<td></td>
</tr>
</tbody>
</table>

Questions

Trainer to take questions from participants
General notes on potentially difficult questions/statements from participants

But we know from previous experiences that mosques are disruptive. As reporters we rely on the facts when reporting news. You have the relevant information at your disposal in relation to controls and curbs the council has placed on the conditions of operation of the mosque. It might be pertinent to consider asking the council what penalties apply if these conditions are breached, in the case of a resident or protestor having a problem with the conditions.

Parking and noise is often an issue with mosques

Direct participants back to the council planning requirements and facts about location of the mosque and noise restrictions as well as car parking requirements as part of the development.

Other general concepts, as distilled from the international literature, to discuss in training debriefing where and when applicable.

- Ensures that the facts (including graphics, sounds and images) are provided in context.
- Avoids using information that is distorted, exaggerated or oversimplified.
- Provides follow-up coverage, adding context and resolution to a conflict-based story.
- Separates opinions from facts.
- Portrays people as individuals and avoids focusing unreasonably on their membership of an ethnic or religious group.
- Avoids negative labels, stereotypes and clichés.
- Avoids a reliance on, or the creation of, an “us and them” dichotomy.
- Distinguishes between Islam as a religion, a political movement and the radical philosophies that inspire militant Islamists.
- Avoids portraying Islam and Muslims as a threat to national identity and way of life.
- Demonstrates the journalist (or editor) has a good knowledge of Islam and Muslims.
- Includes alternative world views, understandings and opinions.
- Abides by the legal or union or industry self-regulatory guidelines for reporting on race, migration and religion.
- May have been influenced by editorial guidelines (written, informal or inferred).
Appendix A: RECOMMENDED READINGS

Understanding the problematic ways Islam and Muslims are portrayed by the Western (including Australian) news media

JOURNALISTS


EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)


Orientalism, Islamophobia and new racism – understanding bias

JOURNALISTS


**EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)**

**Understanding the basics about Islam and Muslims**

**JOURNALISTS**

**EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)**


Islam and Muslims in Australia

**JOURNALISTS**


**EDUCATORS (IN ADDITION TO READINGS SUGGESTED FOR JOURNALISTS)**


On Muslims denouncing terrorism

Appendix B

Quiz

1. Which of the following types of Muslim head dress leaves the face fully visible?
   a. Niqab
   b. Burka
   c. Hijab
   d. All of the above
   e. None of the above

2. The correct Muslim meaning of the term ‘jihad’ is:
   a. Holy war
   b. Striving inwardly and outwardly
   c. Campaigning to kill infidels
   d. All of the above
   e. None of the above

3. Which of the following is NOT a branch of Islam or a movement within Islam?
   a. Sufi
   b. Sunni
   c. Sikh
   d. Shi‘ite
   e. All of the above are actually branches of Islam

4. A Muslim religious figure might be called a/an:
   a. Imam
   b. Mufti
   c. Ayottollah
   d. None of the above
   e. All of the above

5. Which of the following is the pilgrimage to Mecca that Muslims must carry out at least once in their lifetime if they are physically capable and can afford it financially?
   a. Eid Al-Fitr
   b. Ramadan
   c. Eid-Al-Adha
   d. Hajj
   e. None of the above

6. Which of the following do Muslims consider a prophet? (Peace be upon them)
   a. Jesus Christ
   b. Noah
   c. Muhammad
   d. Abraham
   e. All of the above

7. Which of the following actions might be offensive to some Muslims or inappropriate behavior?
   a. Publishing an image of the Prophet Muhammad (PBUH)
   b. Offering only pork at a function where Muslim people are invited
   c. Wearing a sleeveless top at a mosque
   d. Extending your hand to shake hands with a member of the opposite gender
   e. All of the above
8. Which of the following laws or ethical codes might apply to a news media story about a mosque proposal?
   a. Discrimination and vilification laws
   b. MEAA Code of Ethics
   c. Defamation law
   d. (a) and (c) only
   e. All of the above

9. Which of the following should you avoid when reporting a mosque development proposal?
   a. A focus on parking and noise when the proposed building is in an industrial complex.
   b. Giving space to minority views that might cause social division.
   c. Providing space for far right wing groups to air general grievances about the presence of Muslims in Australia.
   d. All of the above.

10. Which of the following facts or statistics about Muslims in Australia is **FALSE**?
    a. Muslims constitute 2.7% of the Australian population
    b. Islam is Australia’s third largest religion
    c. Australia has the fourth largest population of Muslims in the world
    d. Australian Muslims come from 183 different countries
    e. The oldest permanent mosque in Australia was built in Adelaide in 1888
Appendix C Quiz Answers (highlighted in bold)

Quiz

1. Which of the following types of Muslim head dress leaves the face fully visible?
   f. Niqab
g. Burka
   h. Hijab
   i. All of the above
   j. None of the above

2. The correct Muslim meaning of the term ‘jihad’ is:
   a. Holy war
   b. **Striving inwardly and outwardly**
   c. Campaigning to kill infidels
   d. All of the above
   e. None of the above

3. Which of the following is **NOT** a branch of Islam or a movement within Islam?
   a. Sufi
   b. Sunni
c. **Sikh**
   d. Shi’ite
   e. All of the above are actually branches of Islam

4. A Muslim religious figure might be called a/an:
   a. Imam
   b. Mufti
c. **Ayottollah**
   d. None of the above
e. **All of the above**

5. Which of the following is the pilgrimage to Mecca that Muslims must carry out at least once in their lifetime if they are physically capable and can afford it financially?
   a. Eid Al-Fitr
   b. Ramadan
c. Eid-Al-Adha
   d. **Hajj**
   e. None of the above

6. Which of the following do Muslims consider a prophet? (Peace be upon them)
   a. Jesus Christ
   b. Noah
c. Muhammad
d. Abraham
e. **All of the above**

7. Which of the following actions might be offensive to some Muslims or inappropriate behavior?
   a. Publishing an image of the Prophet Muhammad (PBUH)
   b. Offering only pork at a function where Muslim people are invited
c. Wearing a sleeveless top at a mosque
d. Extending your hand to shake hands with a member of the opposite gender
e. **All of the above**
8. Which of the following laws or ethical codes might apply to a news media story about a mosque proposal?
   a. Discrimination and vilification laws
   b. MEAA Code of Ethics
   c. Defamation law
   d. (a) and (c) only
   e. All of the above

9. Which of the following should you avoid when reporting a mosque development proposal?
   e. A focus on parking and noise when the proposed building is in an industrial complex.
   f. Giving space to minority views that might cause social division.
   g. Providing space for far right wing groups to air general grievances about the presence of Muslims in Australia.
   h. All of the above.

10. Which of the following facts or statistics about Muslims in Australia is FALSE?
    a. Muslims constitute 2.7% of the Australian population
    b. Islam is Australia’s third largest religion
    c. Australia has the fourth largest population of Muslims in the world
    d. Australian Muslims come from 183 different countries
    e. The oldest permanent mosque in Australia was built in Adelaide in 1888

References used in this training guide

