

PREPARATION TIME: 30'

TEACHING TIME: 1 X 60'

ABSTRACT

This learning scenario introduces the notion of critically reading media messages. Critically reading media messages means to be aware, to think, think critically, about this angle that the story is being told. the media. Participants will learn about the concept of narrative theory that every news footage is a narrative, which means that it has someone telling it, and that every story has a particular angle from which it is narrated or told. This particular angle is called the perspective or point of view.

KEYWORDS

*Journalism,
Principles,
Reporting,
5W & 1H,
Who, What, Why,
When & Where,
and also How?*

ONLINE EDUCATIONAL RESOURCES

- *Lesson on Basic Principles of Journalism from mediactiveyouth.net*
- *Prezi presentation Critically reading media messages*
- *A very interesting and useful blog Journalistics*
- *The Three Little Pigs, brief story, Walt Disney 8-min cartoon*
- *The inverted pyramid*
- *Rudyard Kipling, poem [I Keep Six Honest Serving Men](http://www.poetryfoundation.org/poem/1750)*

LESSON AIM

The aim of the lesson is for students to understand the basic principles of journalism, that is, the main information that any responsible reporting and journalism should contain. These basic principles are best exemplified by the 5W + 1H. This means that every news-article should provide information on Who, What, When, Where, Why and How.

LESSON OUTCOME

Students will understand better the basic principles of journalism, that is, the main information that any responsible reporting and journalism should contain. They will acquire knowledge about the crucial, most essential information that any news should contain (5W & 1H), and the order by which they should be delivered.

LESSON IMPLEMENTATION PROCESS

Min 1-5 Warming-up: Make a short summary of the lesson, mentioning that thinking more critically and thoroughly about these clips tells us a lot about a particular TV station or network, their relation to mainstream politics of their country, hidden biases and agenda, and about the more or less subtle, but always necessarily present subjectivity or particular point of view and values transmitted by media messages. Ask a couple of questions which help reminding the participants about the most important messages you would like to give.

An effective way of involving participants and setting common expectations about what they will learn is to ask a few preliminary questions on the subject. The educator introduces the topic and class contents, prepares PowerPoint/Prezi presentation; various teaching methods: lecturing, discussion, self-reflection.

5-25 Collaborative learning – for the first 20 minutes participants talk about the basic rules of responsible journalism. The educator introduces the principle **5W+1H** – basic questions that any reporting should have: *Who, What, When, Where, Why and How*. Use Kipling's poem *I Keep Six Honest Serving Men* to make these principles memorable and easy to remember.

25-45 Use of web resources as learning material – in the first 8 minutes the participants watch a cartoon *The Three Little Pigs*. This is followed by a discussion – how would they apply the *5W+1H* principles – how would they respond to these questions? While presenting and discussing the content, make sure to interact with the trainees and encourage them for active participation.

45-55 The educator shows the diagram of the inverted pyramid and explains to the participants the order that the information should be introduced. The participants understand that the news/article should first contain the most basic and fundamental information, then follow with the main story, and then add supporting content and additional information.

55-60 Conclusion: Make a short summary of the lesson and ask a couple of questions which help underlying the most important messages you would like to give.

MATERIALS / TOOLS

Video projector, laptop/desktop, Internet connection, YouTube.
PowerPoint/Prezi presentation enriched with images and video clips
and research based factual information.