

Topics



Age category



15+

Group size



up to 20

Time



45 minutes

18 Different point of view

Topics: **media literacy,**
critical thinking

Recommended age group: 15+

Participants count: up to 20 participants

Activity durations: 45 minutes

Methods of education: group work, discussion

Aims of the activity:

- identify differences and similarities in media articles in the press,
- accept a different perspective on a particular event or process,
- defend the reasons for choosing the media article in the group,
- compare the content of articles in terms of objectivity, credibility.

Equipment: selected printed media, paper for notes, pen and pencil, worksheet

Keywords: media article, printed media

Preparation for the activity:

If we have the opportunity, we will instruct the participants to bring the printed medium to the activity (any newspapers / magazines, or specific types - according to the assignment of the lecturer) in advance. In case the lecturer will not communicate with the participants in advance, it is necessary that they provide the media themselves. The number of media material depends on the number of participants and groups created. There should be no more than five participants in one group, with each group working with 3 printed media. We will select the media in such way, that the participants can compare the published media articles.

Media article:

Any information published by a medium becomes a media article. Some media outlets pay close attention to what they publish and make big efforts to have verified information and credible sources. Other media focus less on the veracity of information or the credibility of sources and pursue mainly their interests (economic, political, personal). For media such as social networks, control over the creation and dissemination of posts is minimal.

Activity process:

1. We introduce the participants to the topic by reading an interesting report or newspaper headlines. Then we ask them if the report was interesting for them and why. The following activity will raise similar questions and thoughts.

2. Divide the participants into groups (max. five members in a group). We will distribute three printed media and a worksheet to each of the groups. We will invite the participants to view the published media articles and compare their content. The worksheet will warn them about what they should notice in the media. Each group has 30 minutes to complete this task, during which they can take notes. While we are giving the instructions, we can explain the terms used, such as *media article*, *media*, *ways of categorising media*.

3. After the time for the task has elapsed, the groups present their findings in a moderated discussion. The subject of discussion are the questions from the worksheet. We will try to create an atmosphere that will encourage participants to open up and talk in front of others (make tea, choose a speaker, appreciate any answers, etc.). Part of the reflection can also be devoted to working in groups.

Activity variations:

- It can help the lecturer to get an overview of recent topics or events that resonate in society and appear in the media as part of their training.
- The time allocation for the activity depends on the number of participants and the number of media material with which the groups work.
- An alternative is that the lecturer selects specific media articles from different media in advance, which he copies and distributes to groups. The groups thus work with the same materials and the activity is thus more accessible to a larger number of participants. This alternative is also suitable for younger age groups of participants (10+).

ANNEX

Worksheet

<ul style="list-style-type: none">• Do these media contain reports describing the same or similar events (presidential election, flood, accident, bank theft, etc.)?
<ul style="list-style-type: none">• How do these reports differ (language, form of event presentation, facts)?
<ul style="list-style-type: none">• On the contrary, how are they similar (language, form of presentation, facts)?
<ul style="list-style-type: none">• Do similar news make the same impression on you?
<ul style="list-style-type: none">• Do similar news give you the same information?
<ul style="list-style-type: none">• What caught your attention during this activity the most?
<ul style="list-style-type: none">• Which articles do you prefer / Which ones would you buy? And why?
<ul style="list-style-type: none">• Try to identify what purpose do specific printed media fulfil by the content of the media posts.