

Section 5

MEDIA & COMMUNICATION

1. This section helps students to understand the power of the media in its various forms, and to discriminate more effectively with regard to the validity of information sources.
2. Activities in this section aim to:
 - Help students think critically about what they see and read.
 - Give students knowledge and experience of different forms of media.
 - Enable students to use media to communicate effectively.
3. Issues the class are likely to explore include:
 - The differences in style, format and content between various printed publications.
 - The influence of television, cinema and video and their interpretation of experience, the fictional world of soaps, creating a storyboard.
 - The use of sound to create images, interviews.
 - How advertising seeks to influence us.

ACTIVITIES

- Imaginary headlines
- Newspaper review
- Photo captions
- Cartoons
- Different media
- Soap family
- Advertising
- Interview
- Storyboard
- Feature

IMAGINARY HEADLINES

Aim: to help students understand the language of newspapers.

Warm-up: Write the word 'oil' on the board. Tell students it forms part of a newspaper headline. In groups of three, students add words to make a dramatic headline.

1. Show some recent newspaper headlines from tabloids and broadsheets.
2. Compare headlines for the same story from different newspapers.
3. In pairs, students think of recent stories that interested them on the news. They create two different headlines, emphasising different aspects of the story.
4. Headlines from each pair are read out. The class then discuss which groups of readers the different headlines would appeal to.

NEWSPAPER REVIEW

Aim: to enable students to see how different papers approach the news.

Warm-up: As a whole class, think of the names of as many newspapers as possible and list them on the board. Take the first three (national) newspapers on the list and take a vote in the class to find out which is the most popular.

1. Distribute different newspapers (local and national, tabloid and broadsheet) from the same date to students working in pairs or small groups.
2. Give out Worksheet 5a, and ask the pairs or groups to work together to complete it.
3. When that part of the exercise is complete, compare the results of each group's review.
4. Ask each student to state which their preferred newspaper is, and why.

Section 5 Activity 3
PHOTO CAPTIONS

Aim: to help students realise how images can be manipulated.

Warm-up: Hold up an image large enough for the whole class to see.
Ask students to think of some words/sentences that match the image.

1. Give students some photographs to look at from newspapers or magazines (keep the caption or story that goes with the photograph for use later in the session).
2. Working in pairs, give students blank caption strips and/or speech bubbles to complete however they want. Ask students to experiment with different captions/speech bubbles by matching them to the photographs. (This exercise is looking for original thought rather than guessing what the actual caption/story is.)
3. Display the students' efforts and compare the different captions given and how they affect people's perception/understanding of the photo. Read out the caption or story that goes with the photo.

This activity could provide evidence for: ESB.2, KSC1.1, KSCI.2

Section 5 Activity 4
CARTOONS

Aim: to help students to understand the nature and power of cartoons.

Warm-up: Ask students if they read, or have ever read, comics or cartoon strips in newspapers and magazines. If yes, what did they like about them?

1. Show examples of cartoons taken from newspapers and magazines, which are both funny and carry a political or social message. Most newspapers have a political cartoonist, but there are books which provide simple examples.
2. Ask the class to work in pairs to discuss which they find the funniest, and why. Students feed back to the whole class.
3. Select a contemporary issue for the class, and think about what is potentially funny about that issue. If you have been using political cartoons, you might wish to ask what message they would like to get across.
4. Each student tries to compose a cartoon, either a single drawing, or a sequence of three.
5. Students present back to the class.

This activity could provide evidence for: OCR.1, OCR.2, OCR.3, OCR.4, OCNS.3, OCNC.5, ESB.1, KSCI.1, KSC1.2

Section 5 Activity 5
DIFFERENT MEDIA

Aim: to enable students to think about different sorts of communications media.

Warm-up: Get the class to think about different sorts of communications media, e.g. TV, radio, Internet, mobile phones, cinema, newspapers.

1. Working in pairs, students choose four different media and state two advantages of each as a communication tool, and two disadvantages.
2. As a class, using the opinions generated, rank the media in terms of popularity.
3. Working in groups of four, each group takes an unpopular medium and suggest ways in which it could be made more useful, interesting or fun.
4. As a whole class, review the ideas generated.

This activity could provide evidence for: OCR.3, OCNS.3, OCNC.5, ESB.1, ESB.2, KSC1.1, KSW1.1, KSW1.2, KSW1.3

Section 5 Activity 6
SOAP FAMILY

Aim: to encourage students to think about story development.

Warm-up: Ask students what a soap opera is and why such programmes are called 'soap operas'. The answer is that with the advent of television as a new medium for advertising, soap powder companies saw it as a vehicle to advertise their products. The ideal vehicle for this was a programme that would appeal to women because they bought most of the household goods.

1. Show all or part of a selected soap opera episode (*EastEnders* and *Coronation Street* are the most popular soaps in the UK).
2. Discuss the world of the soap, the things that students know about it, and the kind of values that it portrays. Talk about the most memorable episodes. Describe how the families interact.
3. Using Worksheet 5b, and working in groups of three, ask the students to come up with a new family for this soap, and to give an outline of the first episode in which the new family appears.
4. Ask each small group in turn to introduce their 'family' to the rest of the class, and tell the story of the episode they have constructed.
5. Ask the class to select the one they liked best.

This activity could provide evidence for: OCR.1, OCR.2, OCR.3, OCNS.3, OCNC.2, ESB.1, ESB.2, KSC1.1, KSCI.2, KSW1.1, KSW1.2, KSW1.3

Section 5 Activity 7
ADVERTISING

Aim: to help students understand the power of images used in advertising.

Warm-up: Show the class an advert which is a little ambiguous and which is large enough for the whole class to see. Ask students to tell you what it is advertising, who would buy the product/service, etc. Ask students if they would buy it, either for themselves or someone else.

1. Working in pairs, students select (from adverts brought into class) two adverts. It is best if these are a whole page so that students are not distracted by irrelevant material.
2. Using Worksheet 5c, students compare the two adverts and discuss the differences.
3. Each pair presents its findings to the class.

This activity could provide evidence for OCR.3, OCR.4, OCNS.3, OCNC.5, ESB.1, ESB.2, KSCI.1, KSC1.2, KSW1.1, KSW1.2, KSW1.3

Section 5 Activity 8
INTERVIEW

Aim: to enable students to think about what makes a good media interview.

Warm-up: Ask students to think about who they would most like to interview, and why. Go round the class making sure everyone has a sensible choice, and encourage students to explain their choice.

1. Tape a good interview programme, such as Graham Norton and Johnny Vaughan on TV, or Steve Wright on Radio 2. Watch/listen to it with the class, discussing what made the interview successful, which questions were particularly clever, which answers were most telling, and so on.
2. Students work alone or in pairs to come up with six questions that they would ask their interviewee.
3. If possible, set up an interview with one of the prison Governors or a willing outside volunteer. (See Section 1, Activity 12 (point 3) for guidance on interviewing and Section 2, Activity 13 for guidance on inviting outside speakers).

This activity could provide evidence for: OCR.3, OCR.4, OCNS.1, OCNS.2, OCNS.3, OCNS.4, OCNC.2, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSCI.3, KSW1.1, KSW1.2, KSW1.3

Section 5 Activity 9
STORYBOARD

Aim: to help students to understand how a storyboard works, and to construct one for a particular purpose.

Tutor's note: *a storyboard is a simple, illustrated script, which helps the film director shoot scenes.*

Warm-up: Ask students if they read or have ever read comics or cartoon strips in newspapers and magazines. If so, what did they like about them?

1. Using Worksheet 5d, take the class through the storyboard process.
2. Students could work alone, in groups of three or in larger groups for this project. Ideally, they would be able to use large sheets of paper, such as flipchart paper, folded to create smaller squares.
3. Using Worksheet 5e as a template, students produce the storyboard for a programme about the prison. It could be a documentary on prison life, or an induction video for new inmates, or on a subject of their choice. Each student or group could have a different brief.
4. If the Head of Inmate Activities is supportive, and if resources are available, students could make a real video to be used in the prison, which would make this a longer, but more engaging, project. Make sure that it is not so ambitious that students fail at it.

This activity could provide evidence for: OCR.1, OCR.2, OCR.3, OCNS.1, OCNS.3, OCNS.4, OCNC.1, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1, KSW1.2, KSW1.3

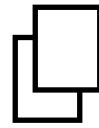
Section 5 Activity 10
FEATURE

Aim: to enable students to recognise a newspaper or magazine feature article and to distinguish it from a purely reporting article.

Warm-up: Hold up for the class a newspaper and a magazine and ask what the difference between them is. Elicit that newspapers contain 'factual' and current news items and magazines contain information on a variety of things.

1. Find good examples of short feature articles from newspapers or magazines.
2. Working in pairs, students read the articles and identify what they like about them. As a whole class, identify the characteristics of a good feature article. For example, it is topical, it has a particular agenda or campaign to follow, it gives human interest examples, it is more interesting than a news article, it asks questions and uncovers new ideas.
3. Using Worksheet 5f as a guide, students write or record on audiotape a feature article for a local paper, the prison magazine, or any other suitable publication about the *Inside Information* course. They should include some facts and background information, and some quotes from teachers, prison staff and students. Focus on the importance of the opening and closing paragraphs.

This activity could provide evidence for: OCR.2, OCR.3, OCNS.4, OCNC.2, OCNC.4, OCNC.5, ESB.1, ESB.2, KSC1.1, KSC1.2, KSC1.3, KSW1.1, KSW1.2, KSW1.3



Working together, answer the following questions about the newspaper you have been given:

1. What is the main story on the front page?

2. What pictures are on the front page?

3. How many pages does the paper have?

4. What size is it?

5. Is it easy to find the following sections?:

Sport

TV guide

International news

Business news

6. Does the paper have horoscopes?

7. Which story annoyed you the most?

8. Which story made you laugh the most?

9. Which story made you the most sad?

10. Which was the best headline?

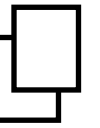
11. How much does the paper cost?

12. Does it have any pull-out sections?

13. Are there any competitions?

14. Does it have a crossword or puzzles?

15. On a rating of 1-5 (1 = lowest; 5 = highest), how much did your class enjoy looking at this newspaper?



A. Work together to construct a new family for the soap that you have been watching.

1. Who is in this family?

2. What are their names? Do any have nicknames?

3. What are their ages?

4. What do they wear?

5. Where do they shop?

6. Which house will they live in?

7. Who will their neighbours be?

8. Why have they moved to this place?

9. Where did they live before?

10. What will they feel like when they arrive?

11. Do they have any secrets?

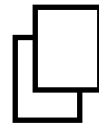
12. Are there any characters in the family that we do not meet right away?

13. Do they have any pets?

14. What music do they like?

15. What jobs do they do?

B. Write or record on audiotape the outline of the story for the episode in which they first appear. How do other characters react to them?



Look at the two adverts that you have been given and answer the following questions about each of them:

1. What is it selling?

2. What does it tell you about the product?

3. What does it not tell you about the product?

4. Do you think the product is cheap or expensive?

5. Which age group do you think the advert is appealing to?

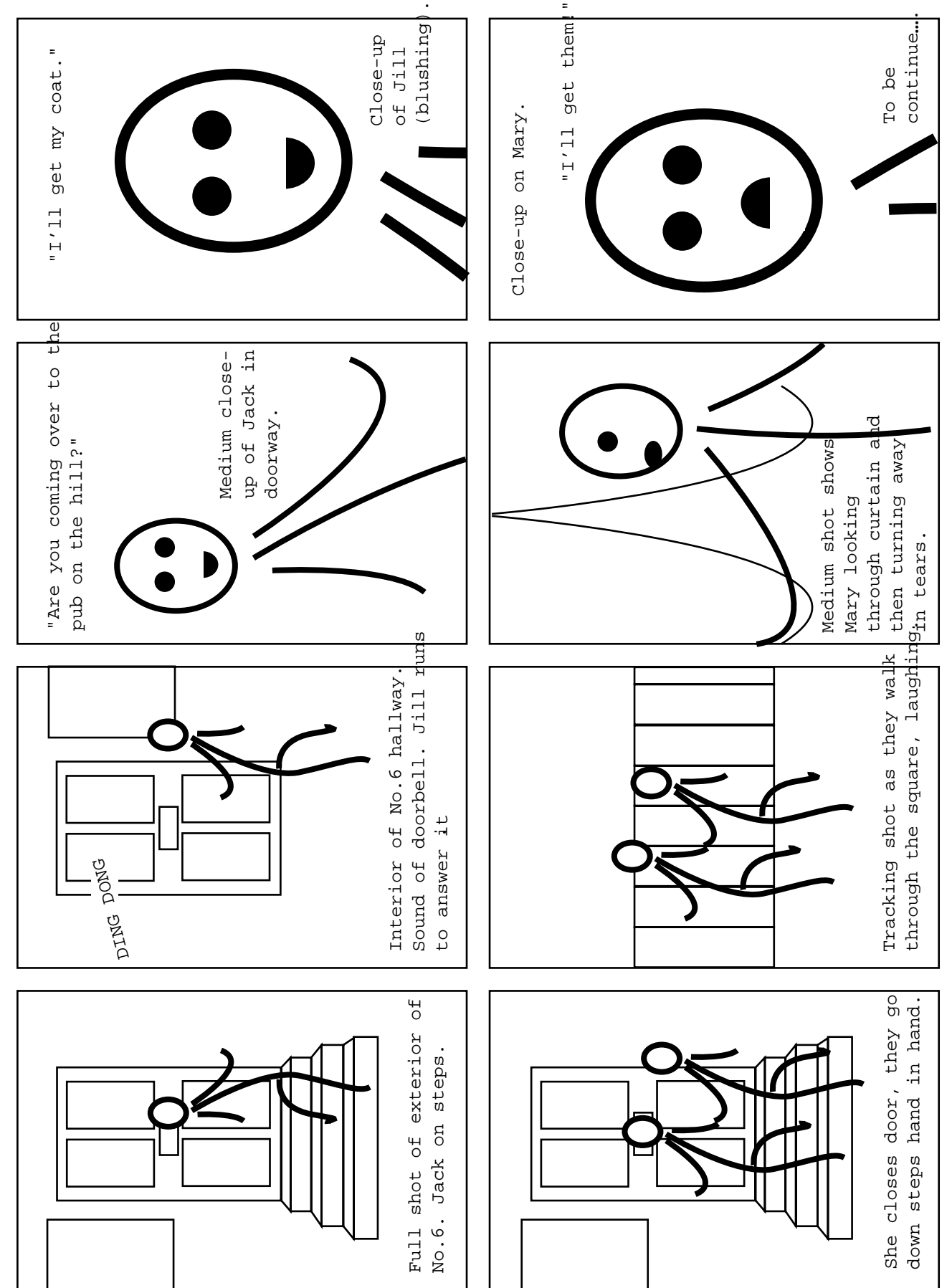
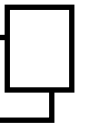
6. Would men or women be more likely to buy the product?

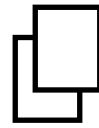
7. Are you tempted to buy this product? Why?

8. Do you think the product would make someone happier? Why?

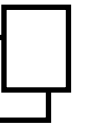
9. Do you think the product would make someone healthier? Why?

10. Which advert do you think is best? Why?





Shot No.	Sketch	Visuals	Sounds	Time



Here are some tips to help you with your article about the Citizenship course.

1. Decide which paper or magazine you are writing for. What kind of readers does it have? What kind of story would they enjoy reading?
2. Think of the different things you need to cover and make a list: some facts, some quotations, some personal stories, some ideas of your own. Collect together everything you need before you start serious writing.
3. Start with a sentence that grabs people's attention.
4. Make sure you get different viewpoints – staff, students, perhaps a Governor. Give some examples of what you have enjoyed.
5. Would you want a picture to go alongside the article? What would it be? Ask your teacher if this might be possible.
6. You can finish in a number of ways. Some writers go back to their first sentence, like an echo, so that the article goes in a circle. Other writers like to end with a series of questions. However you choose, you should aim to keep your audience thinking about what you have written for a while.