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| **Lesson Plan - I see and read as a Wise and Inventive ScreenAger** |

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| **Age of students:** | 15-19 |
| **Duration:** | 6 hours |
| **Skills:** | Critical thinking ☑ DigitalLiteracy ☑ Media Literacy ☑ |

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| **Objectives:**  The original scenario, a part from which is selected here, has the objective to raise students’ awareness in the facts that 1) articles, texts in public, are usually multilevel ideological constructions, 2) media “language” functions as an interpreter between the event and the audience. On that basis, young people should be educated to understand and think critically. |

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| **Lesson Procedure**  *At a preparatory stage student are suggested to recall and select an event which is interesting for them and is covered by the media lately. They are given some time (1-2 days) to decide the topic. Then, they have to bring with them an article on that topic, at paper or digital newspaper.*  *The teacher helps to finally select articles with different points of views, from as many different styles of media as possible.*   |  | | --- | | **Activity:I “Reading critically”**  Duration: 3 hours |     **Task 1 (for students)**  After careful observation, write down the characteristics of the paper or the digital newspaper that you are working on. Make a list containing  -Page layout, letter size, colors, etc.  -Advertisement, images- texts position and analogy (more/ less text or more/ less photos)  -Name of authors/ reporters mentioned or not  -Links to social media  -Storage ability of the articles  -Article search capability  Opportunity for readers' comments   |  |  | | --- | --- | | PAPER JOURNAL   * … * … * … | DIGITAL JOURNAL   * … * … * … |   *Note for the teacher: The working environment can be a Wiki, where students are encouraged to add comments and make discussions focused on the comparison of their findings. It also can be a shared Google document or other similar environment*  **Task 2 (for students)**  *Note for the teacher: The task aims at pointing out and provoking discussions about the explicit and non-explicit meanings in media content. Students have chosen an article about an event/ situation. They are suggested to read about it from several different sources (paper and digital)*  After reading the article, please answer as many questions of the following as you can:  1. What does the author of the text regard as "news" to be told to the public and why?  2. What is the role of the title in the article? Is there some kind of assessment (negative or positive) in the title about the narrative event?  3. A) What information does the author of the text give us in the first paragraph of the text? B) Consider whether this information summarizes the content of its article and whether it is linked to its title.  4. A) What information is given about the place, time and the protagonists of the events? B) Is this information gathered at a specific point in the news story or scattered?  5. A) Does the narrative progression of the action follow the sequence of events or do repetitions and recurrences occur? B) Why is this happening?  6. A) What information does the author gives us about the consequences of the events and possible ways of resolving to restore balance? B) At which part of the article does this happen?  7. Is there a closure in the article where the author, after finishing the course of the action and its results, explicitly expresses its attitude (positive or negative) to the facts?  8. A) Is the author trying to keep a distant attitude towards the facts? B) How does this work?  9. Does the assessment of the facts occur directly (with explicit comment by the author) or indirectly?  10. Which language means (syntax, expressions, words) does the author choose to evaluate?  11. Does this evaluation indicate in which ideological position the author refers and what conclusions can be drawn on the ideology of the newspaper?  Discuss your findings in class!   |  | | --- | | **Activity: II Watch and locate (representations of the family)**  Duration: 3 hours |   *Note for the teacher: Students are provided by the teacher advertisements and/ or short movie clips (max 3 minutes duration). Depending on the number of students, there can be 4-6 clips. Students in groups of 3-4 will work on a certain clip.*  *Before giving the tasks, the teacher explains some terms: what it means linguistic choices of the heroes, the para-lingual and extra-lingual elements. Also, gives explanations about the cinematic shots as a tool in the movies language*  *(helping material can be like that* [*https://drive.google.com/file/d/1ATlrUkoXjrWF\_Sk7AItGRt\_1yRQ3XrQH/view?usp=sharing*](about:blank) *)*  *Then, students are given the following tasks*  **Task 3 (for students)**  See the clip that you study in two phases: initially with sound, collecting data for queries 1-3 and then without sound, collecting data for queries 4-5. Then, based on the data you have collected, answer questions 6 and 7 and prepare an oral presentation, which may have the following structure:   1. What concerns the heroes of the clip, indicate the arguments that support their positions and the proposed solutions. 2. Linguistic selections of the heroes (accusations, person, appeals, kind of sentences used, politeness indicators, vocabulary). 3. Para- linguistic elements between persons (voice intensity /tune/ accent, intonation) 4. Extra – linguistic elements of communication between persons (position, look, facial expressions, gestures, movements, mood) 5. Types of frames. Try to interpret what the director wants to highlight with his choices. 6. With the data you have collected, please specify the form of the family, the structure of the families, the relationships of their members and their roles. 7. Which, in your opinion, are comic elements on the clip? Think about how they are created   **Task 4 (for students)**  Now prepare in your teams and present in class an oral presentation about:  - What is the problem of the heroes at the video clip your team was assigned,  - Describe the model and structure of the family,  - What are the relationships and the roles of its members? How are these elements shown in the clip?  Explore and demonstrate whether the linguistic choices of the heroes, the para-lingual and extra-lingual elements of their communication. How the cinematic shots you will study and collect are consistent with roles in the family and shape the comic style of the scenes.  Have fun! |

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