**LESSON PLAN**

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| **Title of lesson For fear, press 1, for empathy press 2**  **Emotions and media content** |

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| **Grades (age of students):** | 9th-12th grades |
| **Materials:** | Computer/ WIFI |
| **Duration:** | Total duration of the lesson 30 minutes |
| **Skills:** | Creative thinking, Media Literacy |

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| **Objectives :**  At the end of this session, participants will be able to:   * Understand that media messages are manipulating through emotions * De(construct) the elements of media message/ news * Identify the emotions to which media messages are addressing to |
| **Lesson Procedure /Activities:**   * **Introduction-** teacher announces the title of the lesson and objectives of the lesson.   **Activity 1**   * In order to make students aware that media messages are addressing directly to their emotions trying to manipulate fear, empathy, enthusiasm, joy, wish to be valued etc., teacher is presenting in the first part of the lesson a list of selected media messages referring to/containing:  1. an excerpt from a fake news containing a headline which uses words like unbelievable*, terrifying*, shocking etc.; 2. an advertising containing images with babies or sweet cats; 3. marketing announcements -last chance, sale, sale, sale! limited edition, last 24 h left!!!!! 4. tragic news story   **Note**  This lesson plan doesn’t include specific examples as we consider that each teacher should choose his/her own examples updated to the moment of the lesson.  Teacher and students are analyzing media messages and identify for each situation how are emotions used to draw attention, manipulate, convince, determine a specific behavior.  **Questions:**   1. Why are they drawing attention? 2. On which emotional button are their pressing/ Which is the emotion that it refers to? Give students a list of words used to express emotions: fear, anxiety, empathy, need to be valued, frustration, anger, stress 3. Which of these media messages is more likely to produce a stronger emotional response?   **Activity 2**  Students create a list of emotions to which media messages are addressing to.  Teacher explains students that emotional skepticism can be a weapon against fake news/ emotional stories/. It involves realizing that a certain message is trying to manipulate us through our emotions. False or misleading news is distributed on social networks under the rule of emotions, especially negative ones (anger, dissatisfaction, fear). Experiments in psychology show that people who feel stronger emotions are more tempted to believe the misinformation that triggers them, compared to those who keep their emotional reactions under control. Unfortunately, emotions do not have a similar impact on true information. |
| **Activity 3**  Students will be requested to solve one of the two tasks and include their responses on a Padlet (a virtual wall). They will read loudly after they accomplish the task.   1. Write a title and a header (the first paragraph of an article) for an online publication. Do your best to get as many followers as possible. 2. Think about a post on your favorite social media channel. |
| **Feedback and evaluation**  Reading the answers aloud will give teacher and students the opportunity to discuss to which emotions (fear, empathy, anger etc.) the written titles and headlines refer to. |
| **Assessment:**  Teacher is giving students the link so that they read and deepen their knowledge about the topic.  “How do we cope with negative news stories? “  https://www.rte.ie/brainstorm/2019/0821/1070120-how-do-we-cope-with-negative-news-stories/ |

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