

Second Learning and Teaching Activity (LTTA)
**INFORMATION AND
MEDIA LITERACY**

Fălticeni-Romania, 3rd-7th October 2016

ACTIVITIES PLAN

- activity on critical thinking and problem solving (case studies on European youth)

- activities on media literacy (case studies on media stereotyping and media messages)

- activity on information literacy (Plagiarism versus Creativity)

Contemporary Literacy In Contemporary Kids – C.L.I.C.K.

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CONTEMPORARY LITERACY IN CONTEMPORARY KIDS

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ACTIVITY 1: Finding a solution to a real-world problem through PBL method

ACTIVITY 1

FINDING A SOLUTION TO A REAL-WORLD PROBLEM THROUGH PBL METHOD

Objectives

- To identify and to describe a European youth problem;
- To define the term of a good *Driving Question* (problem based learning)
- To design a *Problem scenario* (problem based learning)
- To identify a possible solution to a problem by posing an appropriate question (in order to diminish the real problem).

Materials/Equipment

- Computer/video-projector/internet connection/flipchart

Duration

2 sessions;

Skills Required

Teamwork, creative thinking and communication skills.

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Activity (LTTA)**ACTIVITY 1: Finding a solution to a real-world problem through PBL method****The process****Part 1: THE CASE STUDIES**

TASK	TIME
The students will be divided in 6 groups	5'
Each group will have to discuss one case study on European youth problems. Within their group, they develop possible theories or hypotheses to explain the problem. Together they identify learning issues to be researched	20'
After the initial team work, students work independently in self-directed study to research the identified issues	10'

Part 2: THE SOLUTION FOR EACH CASE STUDY

TASK	TIME
During self-directed study, students complete their learning assignments	20'
Students share their learning with the group and revisit the problem	15'
Finally, students summarize and integrate their learning	15'
Each group will write down on the flipcharts the possible solution they found to the problems from the case studies	10'

SOME CONCLUSIONS ABOUT THIS ACTIVITY:

This activity aims to develop critical thinking and creative skills; it improves problem-solving skills; increases motivation and it also helps students learn to transfer knowledge to new situations.

ACTIVITY 2:

**Techniques to create
the news**

**Manipulation
techniques**

ACTIVITY 2

TECHNIQUES TO CREATE THE NEWS MANIPULATION TECHNIQUES

Objectives

To familiarize students with the basic rules and principles of writing audio-visual and online news

To be able to recognize the elements of manipulation used by the media for communication to the public

Materials/Equipment

- Flipchart
- Markers
- Paper sheets
- Pens

Duration:

1 hour

Skills Required

Communication and writing skills in English.

The process

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ACTIVITY 2:

Techniques to create
the newsManipulation
techniques

TASK	TIME
Introductory and theoretical notions: <ul style="list-style-type: none"> • The place occupied by the means of mass communication in daily life. • What is news? The role of the news. • Which elements are found in any news, regardless of the medium? • What are the differences in the format of a communication medium to another? • What is manipulation by media? • How can be detected and prevented the manipulation of the media on the public? 	20 min
Students will be divided into groups of 4 (three students and one adult)	2 min
Students will conceive a story of 100 words maximum, regardless of the choice of Mass Media communication, based on keywords.	18 min
Feedback designed based on the texts	20 min

The conclusions:

Following this activity, students will know the role and the utility of the news as an information tool, they will be able to distinguish between the right news and the news with a manipulator role, and can influence the change of the behaviour of media institutions to the interest of the public consumer of the quality information.

ACTIVITY 3

MEDIA STEREOTYPING

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ACTIVITY 3:

Media stereotyping

Objective

This activity will help students and teachers:

To define the term “stereotype”

To learn about media stereotype

To discuss about a case on media stereotyping

Materials/ Equipment

- Computer
- Internet connection
- Flipchart sheets

Duration

1 session

The process

TASK	TIME
Definition of media stereotype	7 min
Dividing the groups	3 min
Discussing the case studies on media stereotyping	20 min
Discussing the case studies on media stereotype	30 min
Achieving media messages and discussing them	15 min

ACTIVITY 4

CREATIVITY VERSUS PLAGIARISM

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ACTIVITY 4: Creativity versus Plagiarism

Objectives

This activity will help students:

- To find and evaluate resources
- To organize the way to research
- To know about the types of sources of information
- To know about plagiarism and copyright
- To promote the benefits of creativity and to avoid plagiarism
- To cite correctly the sources and to create a reference list

Materials/Equipment

- Computer
- Video-projector
- Internet connection

Duration

1 session;

Skills Required

Creativity/team work/ communication

The process

TASK	TIME
The students will be divided into groups. Each group will choose a certain topic to write a paper using online sources of information.	10'
Students will search for information on the Internet to write the paper. They have to cite in-text correctly and to make a reference list.	40'
Each group will make a short presentation of their final works.	10'