DESIGNUL ACTIVITĂȚII
Didactica infuzării

Scenariu creat de: Anca Voicu-Ghenghea, Profesor de Limba Engleză, Colegiul Național „C. Negruzzi”, Iași
Titlu activitate: *Wellbeing – talking about lifestyle*
Concepte cheie din domeniul educației media: *mass media – definition and types*
Concepte cheie din domeniul disciplinei (dacă este cazul)**:** *writing using persuasive/descriptive language*

Relevant pentru: *Ce este mass media? Tipuri de media*
Competențe de educație media:
B1.1 Să cunoască diversitatea de canale media, modele și formele de comunicare, tipuri de limbaje (scrise, audio, video, imagini), precum și criteriile de clasificare a mijloacelor de comunicare în masă (conținut, suport, periodicitate etc.);
B.1.2 Să înțeleagă produsele media ca suport de comunicare și divertisment, identificând caracteristicile lor specifice din punct de vedere al semnificației (distincție realitate/ficțiune, interpretarea sensului, organizarea și reținerea mesajului), al limbajului și sunetului (registre lingvistice specifice, sonoritate, muzică, oralitate, retorică), al imaginii (formă, culoare, organizare spațiu, cadrare, montaj) și al informației digitale;

Clasa a IX-a (B1+/B2)

Motivația (de ce?)
- to bring awareness to the fact that we are surrounded by mass media even when we „think” we have nothing to do with it
- when asked directly, students often associate mass media with news on TV/newspaper and tend to overlook other types of media they consume on a daily basis
- teenagers and young adults spend a considerable amount of time on social media and are under the impression they control this segment of their lives, even though they are not always aware of the impact/influence involved

Rezultate așteptate: by the end of the lesson, students will be able to:
- talk about mass media considering all its forms of manifestation;
- identify different types of mass media (content and form);
- measure their exposure to mass media in a clear / objective way

Tema (ce?): types of mass media

Descriere (cum?)

Evocare (5 min): Show students a (picture of a) box of chocolates with different shapes and flavours. Ask them how often they eat chocolate, what flavour is their favourite and why. Write their answers on the board.

Realizarea/Constituirea sensului (20 min)

1. Divide the class into 4 groups and ask each group to create content related to chocolate for:

G1 – lifestyle magazine
G2 – TV commercial
G3 – banner for a chocolate fair
G4 – Instagram post

2. Ask the group speaker to present their ideas for each type of mass media assigned

→ Ask students to justify their approach (in terms of register and style / lexical choices / grammar structures) for the content they created

→ Give students a list of other types of mass media and ask them to group these into 4 categories, next to the ones they started the activity with (newspapers, films, billboards, Twitter, comics, TV talk shows, posters, podcasts, books, radio, flyers, websites, journals, music videos, boardings, Youtube)

→ Discuss what they have in common and label the 4 categories: print media, broadcast media, outdoor & transit media, digital media

Reflecție (15 min)
Ask students to imagine that mass media is a box of chocolates and explain this simile.

Bring the subject into their day-to-day lives: how does knowing about the types of media impact their actions?



Tips: to make them aware of the fact that they are surrounded by mass media and use/consume it more often than they first stated, ask them to write a media diary page where they should note down every interaction, they have with the types of media listed during the class within a time frame of 24 hours.

ANEXE – any photo of a box of chocolates or, even better, a real box of chocolates (different colours, shapes, sizes, flavours)

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