Programul de Educație Media
Media întoarsă pe toate părțile.

The design of the activity

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The title of the activity: Writing (a piece of news/ story)
Key concepts for media literacy: news, persuasion, truth, opinion, fact, human rights
Key concepts for the study of the English language (if the case)**:** language in use, vocabulary in context

Relevant for (write down the field corresponding to media literacy and the correspondent subject – if the case)**:** (de)construction of the message, analysing a piece of news

Media literacy:
General competence B: Understanding the media and critical-reflective analysis of information and media content.
B1.1 Understand the diversity of media channels, models and forms of communication, types (written, audio, video, images), as well as the criteria for classifying the mass media (content, support, periodicity, etc.);
B.2.2 Reflexively use message search tools (comparing sources, interpreting situations, authenticating information, distinguishing between facts and opinions, placing them in appropriate spatial-temporal contexts) to verify the validity, credibility and quality of content;
B.2.5 Detect messages loaded with stereotypes, prejudices, discrimination, patterned representations of the world around;

English as a foreign language (EFL):
1.2 Anticipate the content elements of a text starting from its title/a visual stimulus
1.3 Identify details in oral/written authentic messages
1.6 Recognise the logical structure of a paragraph/literary text
2.1 Describe every day activities, habits
2.2 Elaborate the summary of a film/story based on a given plan
2.3 Write paragraphs on a given topic
3.1 Express ideas/opinions on current topics throughout a discussion/as messages which answer questions
3.2 Adapt the form of the message to the communication act depending on the formal/ informal style used by the interlocutor

Class: *9th grade, 1 h; level B2+, intensive English profile*

Motivation (why?)

The lesson aims to introduce the basic concepts of media literacy by adapting the content of the exercise to the topic studied in class from the EFL point of view. Apart from bringing an element of novelty in the usual curriculum, the lesson develops Ss' critical thinking and it also provides a coherent pattern of analysis which can be easily applied further on whenever it comes to understanding different types of messages or producing texts according to a given task.

Expected results:

At the end of this activity students will be able to:
Recognise three main parts of a piece of news: the lead, the body and the tail
Acknowledge the importance of the five questions: What? Who? Why? When? Where? and getting accustomed to use them

Topic (what?): *Unit 3 – The world around us (the environment, extreme phenomena, catastrophes/casualties)*

Description (how?)

Evocation
(15 minutes)
Teacher introduces the activity by connecting it to the topic of the unit – *the environment*. Ss are given a picture (see the Annex) and the following title: *Tropical Storm Gordon kills child on US Gulf Coast*. In groups of four, Ss are asked to write a piece of news that would match both the picture and the title.

Making sense/ building meaning
(10 minutes)
Teacher listens to the groups' work and assesses in terms of vocabulary and language. Then, teacher draws on the board the inversed pyramid (or shows it as part of a presentation – see the Annex) and gives all the necessary additional explanations.

Reflection
(10 minutes)
Students are invited to re-analyse their own work and check if their texts match the requirements outlined in the pyramid. They are asked to modify/ change/ complete parts of their text in order for it to respect the basic requirements. Teacher makes suggestions and offers help, if needed.

(15 minutes)
Students receive the entire piece of news and are asked to separate the three main parts of the piece of news and outline its characteristics.

Follow up questions:
Why do you think they called it the inversed pyramid? (Compare this structure to the one of a classical story in which the general context is presented in the introduction and the action evolves towards a climax which is usually revealed towards the end). Emphasize the two main characteristics of the news: novelty and the power to catch the reader's interest and attention, which must be presented from the very beginning, otherwise people would lose interest and would not finish reading the news.

What is the purpose of writing news? (emphasize that it is to deliver relevant information to the lay audience)

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Does the author follow an underlying purpose or ideology? Does it influence in any way the general understanding of the piece of news?

How many adjectives can you find in the piece of news? How do you correlate the excessive presence of adjectives and superlatives to the author's own beliefs and emotions being present in the text?

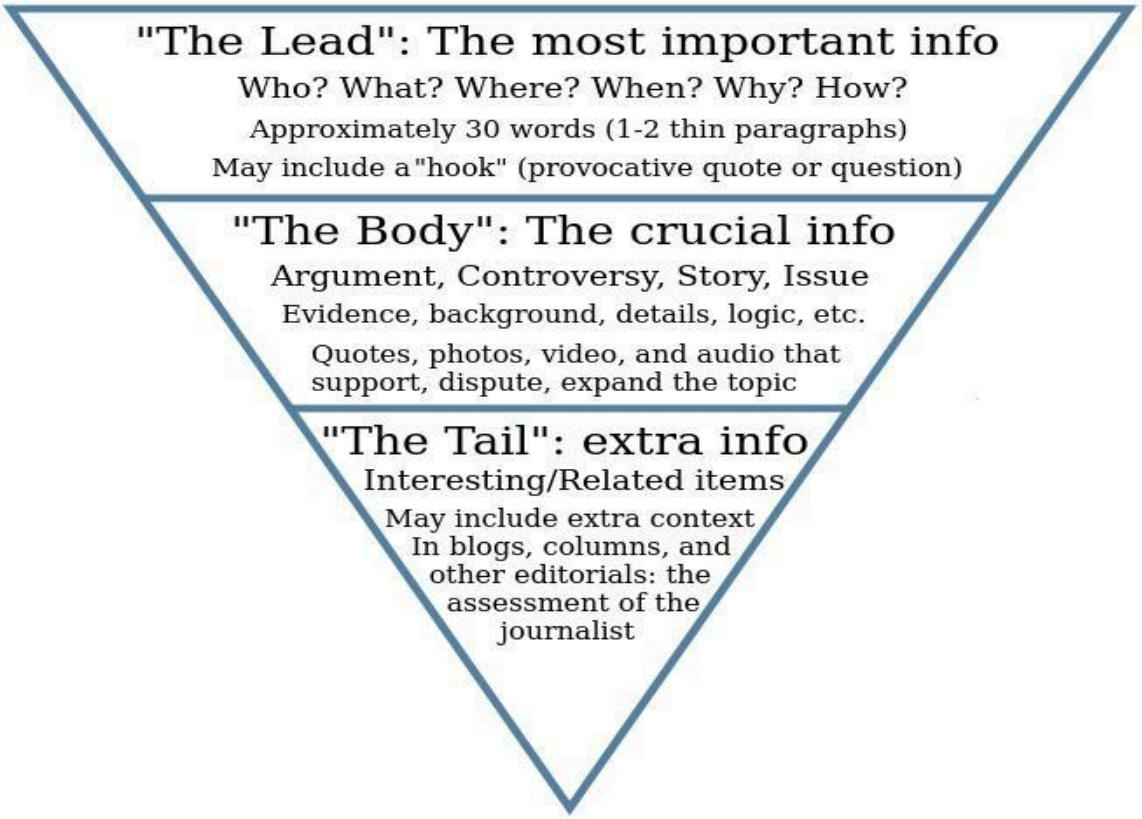
ANNEXES

The initial visual stimulus:



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The inverted pyramid:



The original piece of news:

https://www.bbc.com/news/world-us-canada-45411350

Tropical Storm Gordon kills child on US Gulf Coast

Published 5 September 2018

A child was killed when Tropical Storm Gordon made landfall on Tuesday, pounding states along the US Gulf Coast with wind, rain and surge waves.

The Escambia County Sheriff's Office said a tree fell on a mobile home near Pensacola on Tuesday night. It did not give a name or age of the child.

A state of emergency has been declared in Louisiana, Alabama, and Mississippi.

Thousands were reported to be without power on Wednesday morning despite Gordon's downgrade from a hurricane to a depression.

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Gordon made landfall just west of the Alabama-Mississippi border, the National Hurricane Center (NHC) said, with sustained winds of up to 70mph (110km/h).
The NHC had warned of "life-threatening" storm surges, and possible tornadoes.
The child was "found deceased" just before 21:00 local time and no one else inside the home was injured, said the Escambia County Sheriff's Office.
Gordon strengthened as it neared the coast on Tuesday, but did not reach hurricane status.
"Rapid weakening is forecast after Gordon moves inland, and is forecast to become a tropical depression on Wednesday," the NHC said in an advisory.
By Wednesday, wind speeds had dropped to 30mph, as the storm continued to move inland.
Heavy rains and the chance of flooding will continue for several days, according to the NHC.
More than 27,000 customers were hit by power cuts, the Associated Press news agency reported, mostly in coastal Alabama and south-eastern Mississippi.
Oil and gas companies in the Gulf of Mexico also evacuated more than 50 platforms as the storm swept in, temporarily halting production.
The National Weather Service in New Orleans gave tips to city residents how to prepare for the arrival of the storm.
Meanwhile, New Orleans Mayor LaToya Cantrell warned: "The city's absolute number one priority is to ensure the safety of our residents."
New Orleans was devastated by deadly Hurricane Katrina in 2005.

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