DESIGNUL ACTIVITĂȚII
Didactica infuzării

Scenariu creat de: Anca Voicu-Ghenghea, Profesor de Limba Engleză, Colegiul Național „C. Negruzzi”, Iași
Titlu activitate: Connections
Concepte cheie din domeniul educației media: news articles, newsworthiness, the inverted pyramid
Concepte cheie din domeniul disciplinei (dacă este cazul)**:** improving reading skills (anticipate content, select specific information, summarize content)

Relevant pentru: news articles, establishing the criteria for newsworthiness, structure awareness based on the inverted pyramid aiming the following competences (English language / Media literacy)

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. receptarea și înțelegerea produselor media prin identificarea trăsăturilor specifice de mesaj, limbaj, imagine, informație digitală
2. analiza produselor media pentru identificarea și înțelegerea structurii și a relației text-semnificații
3. aplicarea criteriilor de stabilire a valorii de știre
4. identificarea structurii unei știri pe baza piramidei inversate

Clasa a X-a (B2+)

Motivația (de ce?)
Students are exposed to a wide range of media content/texts which they „consume” on a daily basis. Before dealing with more complex concepts/phenomena such as *fake news, propaganda, manipulation, public opinion*, etc., they should first be able to identify how a piece of news is/should be created, understand concepts like *newsworthiness* and the criteria involved in writing news articles.

Rezultate așteptate: by the end of the lesson, students will be able to:
- identify the elements of a good news article (using the inverted pyramid) – format / structure / outline
- identify the elements of worthiness for a news article
- summarize events from a news article
- anticipate content and express opinions

Tema (ce?): Creare de știre, urmărind criteriile de stabilire a valorii de știre și piramida inversată

Descriere (cum?)

Evocare (5 min): Show students a picture (see P1 below) and ask them to guess/predict the subject of a news article that would use it. Then add the title (*Barcelona rocked by violence as Catalan protesters clash with police*) and ask them to identify the verb forms and discuss lexical choices in the title (rocked, clash)

Realizarea/Constituirea sensului (25 min)

→ Provide the original article (https://www.dw.com/en/barcelona-rocked-by-violence-as-catalan-protesters-clash-with-police/a-50895467) and ask the students to **work in 2 groups** so as to:
G1 – focus on language (verb patterns, grammar structures and vocabulary)
G2 – take notes on information that answers the questions: WHO, WHAT, WHERE, WHEN, HOW

G1 – present their findings and make remarks on the language used in the article
G2 – present answer to the questions and summarize the content

→ Present the inverted pyramid and ask students to apply it on the news article they read: identify and discuss structure/organization of information

→ Give students the following beginnings and endings and ask them to match them and then decide which belong to a news article, justifying their answers

BEGINNINGS:

1 A major storm hit the east cost of the United States yesterday, causing road accidents, power cuts and flight cancellations in New York, Boston and Hartford.
2 “Who is it?” the voice. Tom stood there, his heart pounding, his whole body cold and numb. He knew it was going to be hard to answer all of their questions after so many years of absence and hatred.

ENDINGS:

1 As he glanced at the bounce in the distance, tears welled up in his eyes. How could he ever have known that his wish to be reunited with his parents would be met with such hostility?

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2 “This was the worst natural disaster in the last 30 years,” said Robert Albert, meteorologist for Channel 5 News. Schools and businesses are expected to remain closed until Thursday.

→ Using students’ arguments for their choice, discuss the criteria of newsworthiness

Reflecție (10 min)

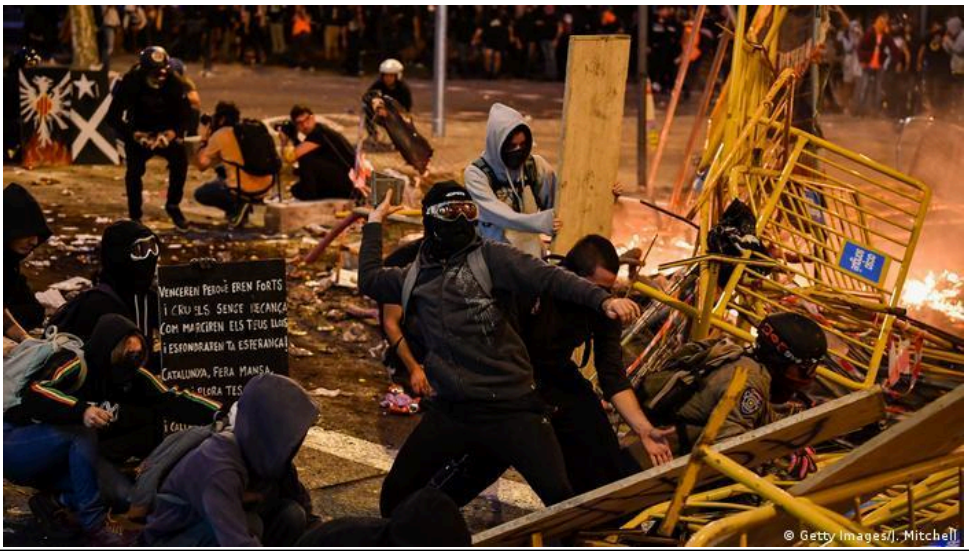
Discuss the changes needed for the other beginning & ending to become part of a news article and what students would add as information to become a piece of news.

Tips: 1. As a follow-up activity, you can discuss the differences between news articles / narratives and magazine articles focusing on structure, content language, register and style

2. For a lesson focused on writing skills, you can choose any news article that is up-to-date or outdated, use the picture / title / quotes from people mentioned/involved as input for students to write their version of the news article and then compare it to the original piece, making comparisons and identifying the elements of the inverted pyramid and identify the criteria of newsworthiness.

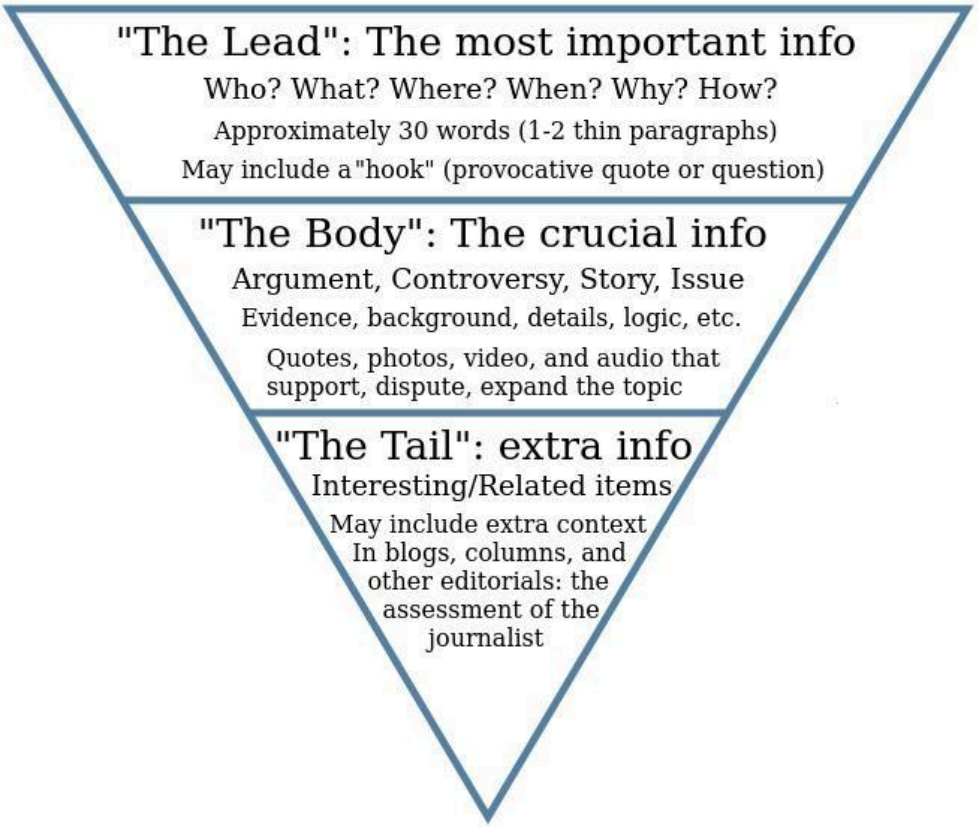
ANEXE

P 1 – (https://www.dw.com/en/barcelona-rocked-by-violence-as-catalan-protesters-clash-with-police/a-50895467)



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The inverted pyramid – Wikimedia Commons



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