

Title	News for Dummies																			
Theme	Power of media in democracy, pluralistic views, non formal learning																			
Objectives	Raising awareness among school kids (14 – 18 years) towards a critical and reflective consumption of media and political communication.																			
Complexity (from 1 to 5)	1-2																			
Group size	15-40 participants/ playing in groups from 4 players																			
Duration	2 hours																			
Overview activity (step by Step)	<table border="1"> <thead> <tr> <th>Total Time</th> <th>Framing</th> <th>Introduction</th> <th>Setting rules</th> <th>Group-work</th> <th>Presentation</th> <th>Debriefing</th> </tr> </thead> <tbody> <tr> <td>2 hrs</td> <td>5 min.</td> <td>10 min.</td> <td>5 min.</td> <td>40 min.</td> <td>25 min.</td> <td>30-40 min.</td> </tr> </tbody> </table>						Total Time	Framing	Introduction	Setting rules	Group-work	Presentation	Debriefing	2 hrs	5 min.	10 min.	5 min.	40 min.	25 min.	30-40 min.
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Creating awareness for different information styles (correct information/ des-information/ no-information) through an entertaining simulation game.																				
Materials needed	<p>Alternative A (newspapers and magazines): scissors, glue, flip-chart paper, paper, markers etc.</p> <p>Alternative B (TV): cardboard stage representing TV screen, several wallpapers with screenshots of TV shows that will be used.</p>																			
Preparation before activity	- If shortage of trainers, short briefing for the teacher needed.																			
Instructions	<table border="1"> <thead> <tr> <th>Framing</th> <th>Introduction</th> <th>Setting rules</th> <th>Work</th> <th>Presentation</th> <th>Remarks</th> </tr> </thead> <tbody> <tr> <td>Apply to your country's needs and personal experience/preference</td> <td>Trainers are telling a story (fairy tale, soccer match etc.) in a role play from different points of view to raise awareness for the topic "different points of view".</td> <td> <p>Connection to and introduction of different types of media – serious, yellow press or national well know TV-shows/channels.</p> <p>Set up of groups to work in the style of above mentioned types of media.</p> <p>Introduction of the incident that shall be reported: A picture showing some scene.</p> </td> <td> <p>The pupils are set to work as journalists and editors in chief to create either a frontpage of a print- or a presentation of a TV-publication.</p> <p>Time pressure: going to press/going on air within 40 minutes.</p> <p>Framing of type of media done with cut-out newspapers and magazines for Alt. 1.</p> <p>Alt. 2 supplies wallpapers of TV-scenes around the tables of the respective groups.</p> </td> <td> <p>Alt. A</p> <p>The groups are presenting their work and explaining why they choose the set-up.</p> <p>Alt. B</p> <p>Presentation of a TV presenter and the group acting the trailer on the TV-set-stage.</p> </td> <td> <p>-definitions of roles (editor in chief, journalist, researcher, interviewer, presenter,) through cards/avoiding natural opinion leaders.</p> <p>-sudden time pressure through earlier deadline</p> <p>- using double impact pictures</p> <p>-spice it up by letting the news develop ("Thing just happened")</p> <p>Votes on magazines by buying decisions of the group</p> <p>votings on TV-presentations</p> </td> </tr> </tbody> </table>						Framing	Introduction	Setting rules	Work	Presentation	Remarks	Apply to your country's needs and personal experience/preference	Trainers are telling a story (fairy tale, soccer match etc.) in a role play from different points of view to raise awareness for the topic "different points of view".	<p>Connection to and introduction of different types of media – serious, yellow press or national well know TV-shows/channels.</p> <p>Set up of groups to work in the style of above mentioned types of media.</p> <p>Introduction of the incident that shall be reported: A picture showing some scene.</p>	<p>The pupils are set to work as journalists and editors in chief to create either a frontpage of a print- or a presentation of a TV-publication.</p> <p>Time pressure: going to press/going on air within 40 minutes.</p> <p>Framing of type of media done with cut-out newspapers and magazines for Alt. 1.</p> <p>Alt. 2 supplies wallpapers of TV-scenes around the tables of the respective groups.</p>	<p>Alt. A</p> <p>The groups are presenting their work and explaining why they choose the set-up.</p> <p>Alt. B</p> <p>Presentation of a TV presenter and the group acting the trailer on the TV-set-stage.</p>	<p>-definitions of roles (editor in chief, journalist, researcher, interviewer, presenter,) through cards/avoiding natural opinion leaders.</p> <p>-sudden time pressure through earlier deadline</p> <p>- using double impact pictures</p> <p>-spice it up by letting the news develop ("Thing just happened")</p> <p>Votes on magazines by buying decisions of the group</p> <p>votings on TV-presentations</p>		
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Debriefing and evaluation	<p>How did you feel about this game? What did you experience? What was the purpose of the game? (The trainer will tell them that the actual purpose of the game was to observe the differences between the ways the news can be presented and not the quality of it.) Remark: The youngsters are expected to give the following answer to the above mentioned question: the purpose of this game was to create the most attractive/selling news. Similarities to real life? What if – a political message was shaped/delivered like that? How to assess and access news in the future – what are you going to look for? (Alternative sources for information-list: online, on air (TV, radio), print, mouth to mouth.)</p>
Tips for facilitators	<p>Do not try that in Russia. Give examples how a recent event was presented on different channels/newspaper</p>
Suggestions for follow up	<p>In history class (or other classes) ask the teacher to give the pupils other historians' points of view, different from what is written in their history books.</p>
Ideas for action	<p>Ask the pupils to watch different news channels/newspapers and compare how a news is presented in different ways.</p>
Sources	<p>Adela Popa, Andrei Domuta, Jean-Paul Booms</p>